American Vocational

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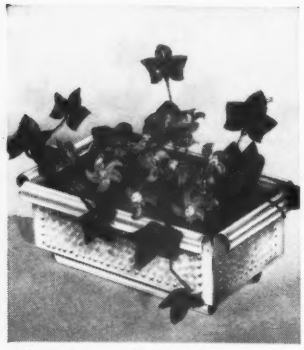

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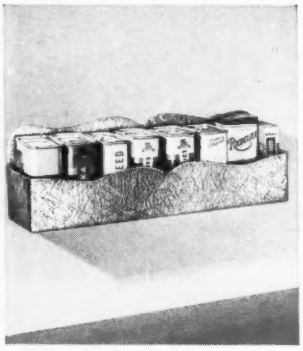

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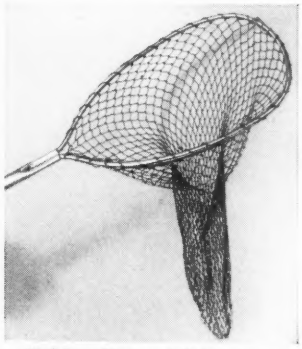

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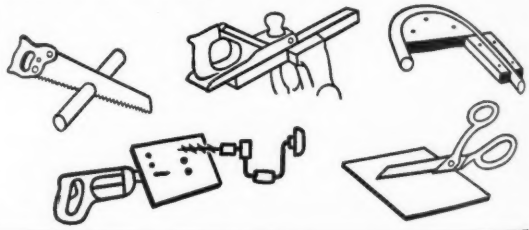

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American Vocational Journal

OFFICIAL PUBLICATION OF THE
AMERICAN VOCATIONAL ASSOCIATION, INC.
Exclusive Coverage: VOCATIONAL AND INDUSTRIAL ARTS EDUCATION

VOLUME 29 NUMBER 4

April, 1954

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The American Vocational Journal is published monthly, September to May, inclusive, by the American Vocational Association, Inc. Entered as second class matter at the Post Office at Washington, D. C., under Act of March 3, 1879. Contents are copyrighted by the American Vocational Association, Inc. All members of the American Vocational Association, Inc., receive the Journal; 25 per cent or more of membership dues reserved for Journal. Membership applications should be submitted through state vocational association secretaries. Orders for subscriptions for libraries and non-members at $3.00 a year should be sent to AVA headquarters, 1010 Vermont Ave., N. W.

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This month's cover: Independence Hall and the world-famed Liberty Bell in Philadelphia symbolize the birth of the American republic. They keynote, too, the program of vocational education in the Commonwealth of Pennsylvania where learning by doing is designed for service to all the people.

EDUCATIONAL PRESS ASSOCIATION OF AMERICA

FROM AVA HEADQUARTERS

THIS ISSUE OF THE JOURNAL salutes the great Commonwealth of Pennsylvania. For many years, vocational education has played a very important role in the development of a sound economy for the Keystone State. Vocational leaders in Pennsylvania have contributed much through the years to the growth and effectiveness of vocational education in all parts of the nation.

We are proud to salute Pennsylvania's program of vocational education!

Group Insurance Program

The center spread (pages 20-21) of this issue of the JOURNAL presents the new Group Disability Insurance Program that is offered to members of the AVA. We urge you to study this plan carefully and to join in helping make it a great success. Your AVA Executive Committee, after a thorough study of group insurance programs, has approved and endorsed the program announced in this issue. A brochure, together with application form, has been mailed to all those who were members of the AVA in 1953.

The details of a group liability insurance program for AVA members will be announced later.

We have been assured that the group disability insurance contract for AVA members is the most comprehensive ever written in the history of insurance for members of our profession. This insurance is available only to AVA members.

AVA Membership Graph

We invite you to study carefully the graph on page 34 showing the membership status of each of the several states and political sub-divisions of the United States. We are indebted to President Mark Nichols for the idea of presenting the membership status in graphic form and for having the graph produced. Congratulations are in order for the states that have already reached their membership quota for 1954. A similar graph will be carried in a later issue of the JOURNAL. We hope many additional states will reach their 1954 membership quota before the next graph is presented in the JOURNAL.

Appropriations

As this is written, no hearings have been held on the appropriation for vocational education, and none scheduled. It now appears that hearings will not be completed until some time in April. From telephone calls we have received from members of Congress, it appears that many Senators and Congressmen will appear before the House and Senate Subcommittees that handle vocational appropriations to urge that more money instead of less be appropriated for vocational education for fiscal 1955.

Statements for Your Reading

Beginning on this page you will find some interesting excerpts and quotations regarding appropriations for vocational education and the importance of this phase of education to the security and well-being of the nation. We hope you will read this material carefully.

San Francisco Convention

This issue of the JOURNAL carries on page 24 the first announcement of hotel facilities for the 1954 AVA Convention in San Francisco. The convention will open on Friday, December 3 in order that delegates may take advantage of family rates on air lines and some railroad systems. If your spouse or another member of the family is planning to accompany you we would suggest that you investigate the family rates that are offered by your favorite air line or railroad.

M. D. MOBLEY

Executive Secretary
American Vocational Association, Inc.

EXCERPTS AND QUOTATIONS

Editor's Note: Here are some excerpts from official documents and statements from prominent federal officials. These quotations and excerpts indicate that some high governmental officials favor the elimination of federal funds for vocational education.

Others believe that the security and well-being of this country is dependent on the skills of our people.

STATEMENT BY SECRETARY OVETA CULP HOBBY

The Hon. Oveta Culp Hobby, Secretary of the Department of Health, Education, and Welfare, while testifying (April 29, 1953) before the Senate Subcommittee that handles vocational appropriations, said:

"In the Office of Education the largest change is a reduction of 25 per cent in the George-Barden Act funds—$4,624,391. "The reduction in grants for vocational education are in no way a reflection upon the importance and value of this program but stem from a conviction that the States and local communities throughout the nation are in better position, fiscally speaking, to assume this part of the total cost of programs than is the Federal government."

EXCERPTS FROM HOUSE APPROPRIATIONS COMMITTEE REPORT NO. 5246

The report of the House Appropriations Committee on Appropriation Bill H. R. 5246 to the House of Representatives in May, 1953, contained the following:

"The Committee is in agreement with the Bureau of the Budget and the Secretary in their belief that this program has matured to the point where its 'promotion and further development' should gradually be turned over to the States.' "

STATEMENT BY CONGRESSMAN FRED E. BUSBEY

During the debate (May 22, 1953) on Congressman Graham A. Barden's (D) (of North Carolina) Amendment (to restore the cut for fiscal 1954) on the floor of the House, Congressman Busbey (R) of Illinois, Chairman of the House Subcommittee that handles vocational appropriations, stated:

"The reason the committee made this token cut was to see if we could not eventually get this program back to the states, where they would handle it themselves."

FROM PRESIDENT EISENHOWER'S BUDGET MESSAGE OF JANUARY 21, 1954

"This budget marks the beginning of a movement to shift to state and local governments and to private enterprise Federal activities which can be more appropriately and more efficiently carried on in that way. . . . some aspects of our health, education, and welfare programs are examples of this type of action."

EXCERPTS FROM SPEECH by HERMAN W. STEINKRAUS

On February 17, 1954, Herman W. Steinkraus, President and Chairman of the Board, Bridgeport Brass Company, Bridgeport, Connecticut, and member of the Board of Directors, Chamber of Commerce of the United States, in a speech before the American Association of School Administrators said, among other things, the following:

"We cannot compete on a manpower basis with the swarming millions of Russia and Asia. They could overrun us in a month on the strength of sheer numbers. There is just one thing that holds imperialistic communism at bay, and that is our skill. The free world may never be able to match that shackled world in manpower, but communism is working day and night, full force, to outdo us in skills.

"In Russia, a generation ago, 90 per cent of the peasantry was illiterate. But no more. If there is one tremendous advance the Russian nation has made in our time, it is the wiping out of illiteracy. Every Russian today has a basic education. At least he has to learn to read and write. We must look at their gains as a storm signal, and take heed to ourselves.

"Our national safety demands that every American must literally be the equal of a hundred workers behind the Iron Curtain. It is not enough for us to have machines that can perform the work of a thousand hands in the same length of time. Our safety depends on trained manpower to operate those machines. In that light education becomes our first line of defense . . .

"We need both the unskilled and skilled workers today, but the crying need is for more and more skilled."

FROM DR. ARTHUR S. FLEMMING'S REPORT TO THE PRESIDENT

On January 6, 1954, Dr. Arthur S. Flemming, Director of Defense Mobilization, made a report to the President on "Manpower Resources for National Security." The 70-page report is for sale by the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C., at 35 cents per copy. The following are some of the significant statements it includes.

"Furthermore, there is evidence that our supply of highly trained and skilled workers is not keeping abreast of the current and potential requirements of the rapidly expanding technology upon which our growth and security depend."

* * *

"While we are keeping our armed forces strength at a minimum level necessary to meet the initial shock of an enemy attack, we must also develop and manage our human and material resources in such a manner that our industrial and agricultural capacity grows constantly to meet any threat to our national security.

"Other strong nations are not standing still in this regard, as is evidenced by their programs of education and training, especially in the scientific and technological fields. There is ample evidence that in another war emergency we would face an enemy well supported by modern technology."

"National security has come to depend increasingly upon the capacity of the country to produce goods, materials, and services necessary to maintain a strong and flexible economy, as well as to develop and produce superior weapons. The manpower requirements for this purpose grow larger every day because of the increasing complexity of our technology, and no assessment of the availability of manpower for national security training, or for any other purpose, can be complete without consideration of these growing requirements.

"Not only are persons with special technical skills required, but also people with managerial and production capabilities of the highest order. Furthermore the number of persons required for these purposes is increasing, and the quality of training is increasing as well."

* * *

"The margin of skilled manpower for expanded war production is extremely narrow in the light of modern requirements. To strip American industry of a substantial number of these persons during partial mobilization puts the Nation in peril of not being able to meet production requirements in the event of a full emergency."

"It must be expected, therefore, that maintenance of the necessary farm labor force would be one of the serious manpower problems in full mobilization."

* * *

"During the past decade, the knowledge and skills of the American labor force have increased at an unprecedented rate . . .

"In the event of an emergency, our resources of highly trained manpower will probably be the ultimate limiting factor in our capacity for mobilization."

* * *

"Although all potential requirements for highly trained manpower cannot be anticipated, there is ample evidence that to survive our society must have the basic ability to meet contingencies never before faced by mankind. One of the ways to do this is to make sure that the native talent and ability which exist in our population are brought to full usefulness. This requires that those persons who can most benefit by an education have a chance to obtain it . . .

(Continued on page 32)

A report to you about men and machines that help maintain International Harvester leadership

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American Vocational Association, Inc.

The American Vocational Association advances American education by developing economic competence of youths and adults. The Association promotes the professional interests of persons engaged in vocational and industrial arts education. It encourages full time and part time programs in these fields; agriculture, business, distributive, home economics, industrial arts, trade and industrial, rehabilitation, and guidance.

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Indexes of the American Vocational Journal are published annually in the December issue. This material is also listed in the *Education Index*.

Guest Editorial

THE FOUNDER of the Commonwealth of Pennsylvania gave much thought to the type of education all children in his Province should receive. In 1682 William Penn wrote into his First Frame of Government the provision "That all children within this Province of the age of twelve years, shall be taught some useful trade or skill, to the end none may be idle, but the poor may work to live, and the rich, if they become poor, may not want."

This provision was made a legislative mandate when the second Assembly convened in Philadelphia in 1683.

Two centuries later, the practical theme was put into effect when the General Assembly appointed a State Commission to study a report on the extent of industrial education in the public schools of Pennsylvania and the methods of instruction used in the respective grades. The Commission's report recognized that in an industrial state like Pennsylvania, education for industrial employment has great value.

Vocational and practical arts education in our state is now a component part of the secondary curriculum. Continuing consolidation of small school districts will soon make it possible for every high school boy and girl to have the opportunity to gain a cultural education, an understanding and appreciation of the rights of citizenship in our democratic society, and a specialized occupational training.

Business education for secretarial work, including stenography, typewriting, and bookkeeping, was the first vocational course to be introduced widely into the public school curriculum. Today business education is offered in all the large high schools and many of the smaller high schools throughout the state, with a greatly expanded program which includes business machine operation and work experience.

Vocational education, as administered by the Bureau of Adult, Vocational and Practical Arts Education, on a federal-state reimbursement basis, includes agriculture, homemaking, distributive education, and trade and industrial education. More than 100,000 individuals are enrolled in adult and day school courses leading to occupational efficiency and social competence.

The early advocate of vocational education emphasized organized instruction of the employed worker so that he might grow in knowledgeable skills and improve his occupational status. Modern education continues to implement this concept and serves both out-of-school youth and adults who feel the need of specific instruction. Workers in industry, on the farm, in the home, and in business and commerce, need the stabilizing influence and job confidence gained by a command of skills and technical knowledge obtained from organized instruction.

At the Seattle Conference of Governors last fall, our Governor John S. Fine stressed the fact that Pennsylvania's Department of Public Instruction had initiated one of the most forward-looking educational programs in the country, giving trade and industrial training to some 120,000 persons, including veterans who came to school for employment adjustment instruction.

Francis B Haas

Francis B. Haas
Superintendent of Public Instruction
Commonwealth of Pennsylvania

Vocational education in the Keystone State is rich in its heritage; solid in its philosophy; ready to meet a future of increasing needs.

In 1904, an agricultural instructor was employed by the Board of Education for the public high school in Waterford, Erie County, Pa. The vocational aspects of this course may be judged by historical records.

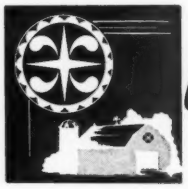
A representative of the U. S. Department of Agriculture, in reporting a visit to the Waterford school, stated that the subject of farming was not taught like the "book type" of agriculture, but, instead, was practical and applicable to the farming of the community.

Teacher of this early vocational subject in Pennsylvania was H. O. Sampson, who later became State Supervisor of Agricultural Education in New Jersey.

Waterford was one of the 5 schools to qualify for state vocational aid in 1913 under the Showalter Act. From this minute beginning of 5 departments and approximately 75 boys, the program has grown to today's total of 289 departments and an enrollment of 12,000 boys.

With the initiation of the all-day departments, evening classes for adult farmers were also offered. They have continued successfully for the past 40 years. Peak enrollment was reached in 1945 when 17,000 farmers, or 10 per cent of the farmers in the state, were enrolled in 723 evening classes. This promises to be a milestone in agricultural education in Pennsylvania.

Passage of the Smith-Hughes and other federal acts has not changed the vo-ag program in Pennsylvania to any great extent. All day programs started with a full half-day of agricultural instruction plus 3 general educational subjects. This classroom instruction was followed by a sound, healthy, supervised farming program. In more recent years, agricultural instruction will vary from 90 to 120 minutes per day. Teachers always have been employed on a 12-month basis.



Agricultural Education

A State Project Contest has done much to improve project records, as well as the size and quality of the home farming program. It works in very successfully with the Pennsylvania Farm Show which provides an excellent opportunity for vocational boys to exhibit their products at the end of the growing season.

Distinctively Pennsylvanian, the indoor Farm Show is held annually in mid-January. Exhibits run the gamut of products from Pennsylvania's family-size farms: fruit, vegetables, small grains, corn, potatoes, dairy cattle, hogs, horses, beef cattle, sheep, and poultry (a total of more than 10,000). Premiums amount to $60,000. Commercial exhibits of related equipment are also featured in this annual exposition that covers 14 acres of floor space and regularly attracts more than a halfmillion persons.

An extensive and attractive program for young people is presented by the Farm Show Commission. Approximately 3,000 exhibits from vocational students are displayed for premiums that aggregate thousands of dollars. In addition, the Commission generally supports the State FFA Band, demonstration and judging contests, special school exhibits, pageants, and other activities for farm boys and girls.

The mechanization of farms and our changing agricultural world have required almost heroic efforts to keep teachers up to date and abreast of the times. A comprehensive in-service teacher education program in Pennsylvania includes summer courses and many extension courses throughout the year for small groups of teachers in various districts. Welding, tractor, and farm machinery clinics have been sponsored in practically all of the 33 areas in Pennsylvania during the past 4 years.

Inasmuch as 80 per cent of our farmers belong to or do business

with farmer cooperatives, a series of meetings on *How Farmers Do Business* have been offered.

Everywhere, the Future Farmers of America organization has made a great contribution to farm living during the past quarter century. It has vitalized agricultural instruction while it has developed new hope and confidence in farming and rural living. It has greatly stimulated the supervised farming program—a must in all subsidized vocational agriculture. It has developed a leadership undreamed of 40 years ago. To effectively continue this vital asset, Pennsylvania conducts annual area workshops that reach 1,600 chapter officers.

Another unique Pennsylvania movement is the decentralization of vocational agricultural administration and supervision through the placement of area supervisors. Eighteen years ago, 20 itinerant teachers were changed to supervisors. Thirteen supervisors were added later in order to provide coverage for the entire state by assigning, in general, 2 counties to each man. These area supervisors work closely with local school administrators and ag teachers and, as a result, programs are well planned and the area works as a unit. The new, inexperienced teacher has close supervision and help. In a large state such as Pennsylvania area meetings and contests enhance local interest. Only the well qualified enter FFA contests and other activities at the state level.

Business Education

Approximately 50 per cent of all high school pupils in Pennsylvania are enrolled in one or more business subjects. This extensive program requires approximately 2,500 certified business teachers. To meet this training demand, the State Council of Education has approved 26 colleges and universities with courses in business teacher training.

During the '52-'53 school term, 883 of Pennsylvania's 1,076 public secondary schools offered one or more courses in business education. The secondary schools without business education offerings included some of the junior and small high schools. A total of 11,732 business education classes had an enrollment of 562,660 students.

The following chart shows the number of schools where selected business subjects were offered in Pennsylvania during '52-'53, together with total state enrollments.

Subject	Schools	Students
Typewriting	792	90,539
Bookkeeping	711	42,796
Shorthand	733	39,652
General Business	467	29,455
Business Mathematics	398	20,697
Clerical or Office Practice	471	17,356

In addition, 135 or more schools enrolled 4,000 or more students in each of the following: business law, business exploratory, principles of selling, business English, and consumer education.

Business education has a twofold purpose in Pennsylvania. First, it provides a type of basic or consumer training relative to one's business environment. This is available on an elective basis to most secondary level students. Second, it provides vocational training for pupils who wish to become office or store employees.

Business education offered in grades 9 and 10 is largely introductory or exploratory. Introductory work includes banking and ways of making payments, communication, buying, thrift, purchasing insurance, traveling and travel information, and transportation and shipping. As far as exploratory work is concerned, Pennsylvania has pioneered in this area of business education and shorthand has been found to be the most important part of it. Many schools, at the end of the 10th grade, offer a 6 to 9 week exploratory period in shorthand under the same conditions as beginning shorthand is offered to grade 11. This exploratory experience is not a panacea for first year shorthand failures but it has materially reduced their percentage.

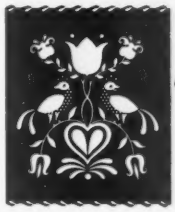
Mainly vocational in nature, business education for the 11th and 12th years includes such courses as bookkeeping, typewriting, shorthand, office practice, and principles of selling. In many schools, business English, business law, and consumer education constitute part of the curriculum for these students.

Regarding office practice courses, page 53 of the *Secondary School Manual for Pennsylvania*—Bulletin 241 Revised (published by the Department of Public Instruction in 1950) brings out the following:

"Office practice courses are provided for pupils expecting to enter bookkeeping, clerical, secretarial, and general office work. Training is given in office behavior, procedures, and activities, as well as in the fundamental processes on the basic business machines used in the community. This course in office practice serves as a general finishing program for all pupils entering the business world."

The business education program has been given serious consideration in the tremendous public school building program currently taking place in Pennsylvania. Business education rooms are now being planned in suites, with the rooms adjacent to each other. Many newer schools, especially the large secondary schools, have or are making plans for a separate wing for the business department. Plans for future departments are decidedly changed from the past where business education rooms were scattered throughout an entire building.

The Pennsylvania *Business Education Manual* (Bulletin 271, published in 1949) is available to business education teacher training institutions, administrators, and business teachers of the state. It has received national recognition as one of the better state plans in the area of business education.

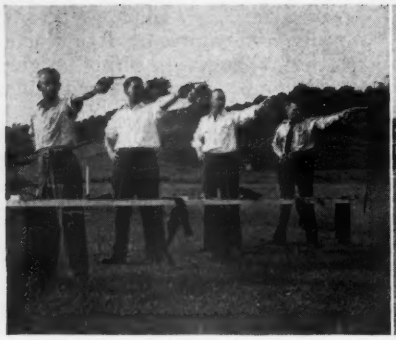


Distributive Education

Comprehensive coverage of all phases of the distributive education program is the objective in Pennsylvania. Realization of the ultimate goal—to present distributive education in all sections of the state to both high school and adult groups and on beginning (salesmanship), intermediate (supervisory training) and advanced (executive training) levels, is approaching.

In Pennsylvania school administrators have accepted the concept of a school-work program as an important part of their curriculum offerings. As a result 47 programs successfully operate in 27 towns. Twenty-eight of these are in the eastern half of the state and 19 are in the western half. The pattern for operation is similar to that in other states, with strict adherence to the following principles:

- Classes are offered for high school seniors.
- They are of a vocational, technical nature.
- All subjects are taught or supervised by one person who is also responsible for coordinating functions.
- An advisory committee is essential for successful operation.
- Each classroom should be fully equipped for laboratory practice and training.



Pennsylvania's many offerings include target practice for policemen . . .

Instruction in soil conservation for future farmers and adults . . .

and training in fashion coordination for students in distributive education . . .

Most DE classrooms in Pennsylvania are fully equipped. Local school boards and grants from the Sears Foundation have been the principal source of funds for this achievement. In other cases, individual chain organizations, such as the G. C. Murphy Company, have helped or local merchants have donated some fine teaching materials. Visual aid equipment and films are available to all classes by means of federal and state grants.

All schools maintain local distributive education clubs, and most of these are affiliated with the state organization – Distributive Education Clubs of Pennsylvania. This organization, now in its third year of existence, has one state-wide meeting which attracts about 400 student members.

Working in a highly specialized field that needs explanation, public relations is an important part of the job. Teacher-coordinators in Pennsylvania seem to be especially gifted in this field. Assembly programs, radio and television appearances, club banquets, fashion shows, and trade shows are some of the means used to publicize the work.

The relationship between this division and retail and wholesale companies, as well as trade associations, is mutually beneficial. Without their cooperative aid the work would not be meaningful. They in turn have expressed their indebtedness to the DE division for not only training both new and experienced workers, but also for raising the general professional level of their businesses. The Pennsylvania Retailers Association, The Pennsylvania Chain Store Council, The Sears Foundation, The Pennsylvania Grocers Association, The Pennsylvania Restaurant Association, The Lancaster County Restaurant Association, The Philadelphia Restaurant Association, The Food Distributors Association of Philadelphia, the Reading-Berks Restaurant Association, local Sales Managers Clubs, the Philadelphia Fashion Group, Philadelphia Personnel Group, Philadelphia Merchants Association, and the Pittsburgh Merchants Association are included among the trade associations who have helped to promote and extend the progress of distributive education in Pennsylvania.

Great impetus was given to adult offerings a few years ago when 2 full-time field instructors were appointed to the staff. These men not only train groups of already employed distributive workers (especially in towns without permanent distributive courses) but they also serve as consultants for adult operations for teacher-coordinators.

Another phase of their work is concerned with recruiting and training experts in specialized fields of adult training to conduct classes. As a result, adult classes in Pennsylvania are offered by local coordinators and specialized experts where high school classes are well established; by field instructors and specialized experts in communities without a full-time distributive education program.

Last year 3,594 persons were trained in 21 different towns. Nine of these towns were in the eastern half of the state, and 12 were in the western half.

The following are features of the adult courses: they are offered either on the company's time or on the employee's voluntary time; they are taught only by qualified instructors; the local school board has full supervision over any program presented in its town; there is no cost for any of the courses presented; certificates are presented to all persons who successfully complete the courses. The certificates are issued by either Temple University or the University of Pittsburgh and bear the signature of the local superintendent, the state supervisor, dean, and instructor.

General courses are offered for salespeople; junior executives, buyers, and department heads; and owners, managers and executives. Courses which have been given during the past few years are:

(1) For salespeople — salesmanship, retail salesmanship, merchandise information, public speaking, store arithmetic, store research, textiles, advertising and display, pre-employment training for Christmas and Easter groups.

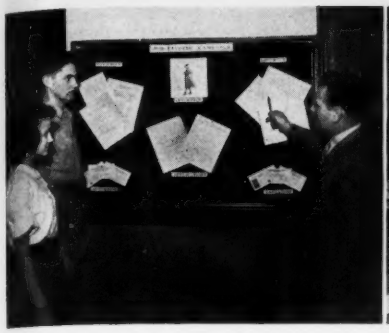
(2) Supervisory—job instruction training, job relations training, human relations training, job methods training, conference leadership, credit and collections, advertising and display, merchandising, store research.

(3) Top Level—credit management, conference leadership, merchandising problems.

Specialized courses are offered for specific trade groups whenever there is a particular need or when requests are forthcoming. Successful courses have been offered recently in the following fields:

Shoe Repair	Shoe Service Shop Management and Merchandising
Shoe Retailing	Shoe Salesmanship Shoe Clinics
Restaurants	Waitress Training
Men's Clothing	Woolfacts Course Textile Information
Paints	Paint Power
Real Estate & Insurance	Real Estate and Insurance Selling
Small Business	Conferences for Small Businessmen
Food	Food Distributor's Conferences
Bakery	Selling Bakery Products
Electrical Appliances	Electrical Appliance Salesmanship

Since September, 1950, 29 merchants have participated as instructors and conference leaders in Western Pennsylvania's Adult Distributive Education program, excluding the city of Pittsburgh which has a large faculty of merchant instructors of its own. In addition, 41 have participated in the program designed to train conference leaders. From this latter group additional instructors will be drawn during the coming year. The reaction to these merchant leaders by students has



The Keystone state, through guidance services, offers help for the future, and these interested teenagers study the intricacies of salesmanship . . . or, perhaps, aeronautics, at Pittsburgh's South Vocational High School.

been excellent. A typical comment is as follows:

"The executives have had actual on-the-job experience in handling these problems that arise and have done a very good job of putting them across."

Out of 51 respondents to a questionnaire in one city, only one person thought that the trained merchant conference leaders could not handle the sessions as well as professional teachers.

In most cities in Western Pennsylvania where merchant conference leaders have been trained groups of selected merchants are given Job Instruction Training first. Upon completion of this course, selected Job Instruction Training graduates participate in a conference leadership program. They practice leading typical conferences with employee groups. When the newly trained conference leader has his first experience with an actual group of employees, the field instructor participates as a member of the conference, assisting the leader "from the sidelines" when necessary. The business man is on his own after this, with additional follow-up if necessary.

In New Kensington an all-day film festival proved successful last fall as a pre-Christmas stimulation for salespeople. Promoted strongly by the Chamber of Commerce, the program attracted about 115 retail salespeople, which comprises about 1/6 of the city's total in this field. The program consisted of 4 films, introduced by the Chamber Secretary, and followed by a demonstration by the field instructor. The last film was shown to supervisors only, and left them with the thought that "It's Up to You" to follow through and supervise in such a way as to obtain the best from all of their salespeople. A variation of this "Film Festival" will promote enrollment in adult classes in McKeesport.

Waitress training classes sprang from requests from restaurateurs for training for "salespeople" in their industry. Salesmanship has multiple opportunities in the food field and classes in waitress training have been taught in 7 Pennsylvania communities. Role playing techniques as well as the more usual audio-visual aids are used to teach waitresses how to use more effective salesmanship, offer better service, and lead to greater sales.

The shoe repair industry really needed help. The adult instructor was called by Lehigh Valley Master Shoe Rebuilders Association and asked to organize and teach the course. An organization dinner for approximately 100 shoe repairmen from 3 communities, the vocational directors of these towns, and the Editor of the *Shoe Service* Magazine (from Chicago). The *Shoe Service* Magazine ran several articles and pictures on the course and a joint graduation dinner was held in Bethlehem after all the classes were completed.

Guidance

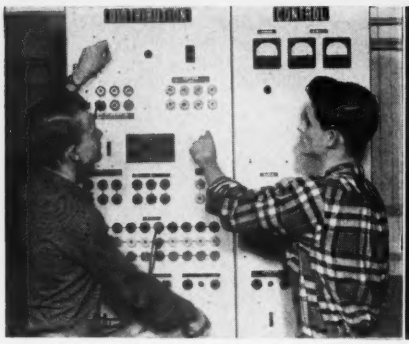
Provisions for guidance services in the public schools in Pennsylvania were first made in 1921 when a supervisor of guidance was placed on the staff of the Department of Public Instruction and assigned to the Industrial Division. This position was supported by vocational funds through 1924, when it was transferred to the Secondary Division of the Department, with the title of Assistant Director of Secondary Education in charge of Guidance. This arrangement continued until 1932 when the position was eliminated.

From 1932 to August, 1942, considerable guidance activity was displayed by various sections of the department, but responsibility was divided. During this interim a committee on guidance, composed mostly of county and city superindents, and including members from the Department of Public Instruction, was formed by the Pennsylvania State Education Association. This Committee developed 2 bulletins, both titled *Suggestions For Developing Guidance Practices in Secondary Schools* in 1935 and 1939.

In 1941, the Guidance Committee of the Pennsylvania Branch of the National Association of Secondary School Principals conducted a survey of guidance activities in the secondary schools of the Commonwealth. Of the 124 returns analyzed, few indicated well-organized guidance programs in operation. This survey, however, did create much interest, and in 1942, the position of Chief of Occupational Information and Guidance was created in the Bureau of Instruction in the Department of Public Instruction.

Beginning in 1949 the counselor training programs in 5 universities in the Commonwealth were reorganized on the graduate level. These programs are now offered in at least 8 institutions of higher education throughout Pennsylvania. As a result, Pennsylvania's guidance personnel has increased from 391 employed in the public schools during the 1950-51 school year to 642 for the school year 1952-53.

During this same period, the ratio of qualified counselors to pupils in the secondary schools was reduced from 1 to 1566 to 1 to 893, or more than 43 per cent. With equitable distribution of guidance personnel, and with a ratio of 1 to 500, a total of over 1100 counselors are needed. This need for fully equalified counselors is gradually being met by the



Boys work in the electrical shop, Milton Area Joint Senior High . . .

while James A. Kohut, Department Head, guides the work for 2 future bookkeepers

and an FHA chapter presents a TV show deftly titled "Let's Talk Chicken."

graduate schools of education, mostly through summer sessions and in-service training throughout the year.

Much progress is being made in the development of well balanced programs, (that is, balance between group guidance and individual counseling), between vocational counseling and educational and personal counseling; between school and community activities; between in-school and post-school follow-up and placement; between developing and maintaining records and utilization of adequate records. Moreover, discipline as a function of guidance services should be eliminated.

Guidance is considered an integral part of the total educational program. Currently, and in the past, its primary concentration is on vocational guidance in the secondary field, but there is an ever growing awareness on the part of school administrators of the need for guidance to be extended into the grades. Guidance as such is still very limited on the elementary level. Where it is found on the elementary level, it is concerned largely with personal adjustment.

Guidance activities are well integrated with the various vocational programs. This is indicated in part at least by the programs for the Pennsylvania Vocational Association's annual meetings. The guidance section of the association accepts the responsibility for one program for each of the other divisions.

The future of guidance in Pennsylvania looks bright. Through the ever diminishing numbers of small secondary schools (by combination into larger units); the increasing awareness on the part of school administrators and community groups of the need for guidance; the mounting number of available qualified counselors; and improved understanding; the program has the potential for both rapid and healthy growth in the years to come.

Homemaking Education

Homemaking education in Pennsylvania has as its goal helping girls and boys and men and women to *"learn to live better today in order that our lives and those of our families may be better tomorrow."*

Since 1913, when the first vocational homemaking program was established in Montrose, Pennsylvania, methods of teaching, course content, and the homemaking departments have undergone many changes. Even though the first departments were established under the supervision of vocational agriculture, they had as their aim to help young women to become better homemakers. Quoting from the 1913 annual descriptive report:

"There were 10 young women who took the course in the Montrose High School, October 1, 1913, to June 1, 1914. Three were from the town and 7 from the surrounding districts. The work covered, in all, 95 lessons in cooking which included care of the kitchen, stove and dishes. In sewing, the lessons were 59 in number. Practice was obtained by doing some practical piece of work by each girl."

Other subjects included were personal hygiene, laundering, and first aid to the injured.

The success of the early departments was instrumental in establishing the very large non-reimbursed program in approximately 1,000 districts for our 7th, 8th, and 9th grade girls. Social and economic changes have brought modernization of homemaking departments and more functional learning situations.

Montrose High School in 1913 reported "that a series of interesting and practical short unit courses in cooking were given evenings during the winter. In the group of persons taking these courses were teachers, clerks, stenographers, dressmakers, storekeepers and housekeepers, the latter predominating. These persons ranged in age from 20 to about 50 years. We feel that we have made a very successful start and that the efficiency of this Department will increase from year to year."

These early leaders were right; the adult homemaking program was successful and Pennsylvania now has 112 districts providing training in the various phases of homemaking for some 18,000 men and women.

A distinctive feature of Pennsylvania's vocational educational program in homemaking and in agriculture is its participation in the State Farm Show, held annually in Harrisburg and described on page 6 of this article. Always interested in the rural home and family, the Farm Show Commission has provided the opportunity for girls in homemaking to exhibit articles made in classes or as a part of a home project; for premiums amounting to hundreds of dollars.

In 1920, a contest was initiated for students in home economics and agriculture to demonstrate in an auditorium crowded with Farm Show visitors new trends and developments in all phases of homemaking and agriculture. During the first 3 days of Farm Show Week as many as 64 of these demonstrations have been presented. Awards amounting to $600 are offered to participating teams of 3 or 4 girls or boys. These demonstrations are proving to be very adaptable for televising. Large window booths provide the opportunity for 9 homemaking and 9 agricultural departments to exhibit their ideas of new developments in

their respective fields. Another $820 in awards is provided to encourage vocational departments to prepare educational booth exhibits.

Since the chartering of the Pennsylvania Association of Future Homemakers of America on March 8, 1946, the membership has grown to nearly 13,000 in 375 chapters. This organization with its variety of activities and projects has added impetus to the Pennsylvania homemaking program. Participation of local members and chapters in the state meetings, regional meetings, and state and regional projects, does much to improve individual members as family members and as citizens.

Supervision of homemaking education in Pennsylvania is so organized that 27 area supervisors are located throughout the State, each with from one to 4 counties under her supervision. These supervisors are located in the office of the county superintendent of schools, and from there they coordinate the activities concerned with homemaking education in the schools. The area supervisor plans for in-service training for her teachers, organizes her county Future Homemakers of America program, and gives help to teachers where needed (especially for beginners). Their service makes a well integrated program possible.

The division of homemaking education in Pennsylvania seeks to coordinate the activities of the 18 teacher education institutions, the area advisers, and the homemaking supervisors in 11 city districts. The homemaking program in the years ahead will continue to grow effectively in providing "opportunities for the development of well adjusted persons who can intelligently assume the responsibilities of home and community life."

Industrial Arts

Industrial arts is taught in Pennsylvania in 1,486 public school shops by 1,279 full-time instructors and 194 part-time instructors. Unit shops concentrating on one activity still prevail in the larger cities and long established programs. General shops predominate in small schools and in recently erected secondary programs. There are 1,486 industrial arts shops in Pennsylvania public schools (644 under general shop organization and 842 classified as unit shops); 64 percent of the industrial arts classes meet 2 periods per week and 34 percent meet more than 2 periods per week.

Secondary school standards require that public high schools of Pennsylvania give instruction in art, music, practical arts, and vocational education. Industrial arts, required in junior high schools, is also available for senior high school pupils on an elective basis. In practice, then, every secondary school provides for industrial arts instruction.

INDUSTRIAL ARTS PUPIL ENROLLMENT

Elementary	3,256
Seventh	52,027
Eighth	54,085
Ninth	54,925
Tenth	16,855
Eleventh	11,889
Twelfth	10,544
	203,581

The general shop is promoted for all general education purposes. Twelve major industrial activities are promoted as representing Pennsylvania industrial activity through published bulletins.

The rapid growth of 7-12 grade secondary schools outside of the larger cities has resulted in establishment of general industrial arts shops equipped for elementary exploration of 4 or more craft activities, with sufficient equipment to provide for advanced work by senior high school pupils.

The development of general shops is greatly minimizing the confusion which heretofore existed in the identification of industrial arts and vocational-industrial facilities. Industrial arts is promoted as a general activity using the project method in utilizing industrial tools and materials, recognizing that vocational-industrial shops teach trade skills through the media of useful and productive craft products and services.

Public Service

The in-service training of public officials and employees in Pennsylvania for the past 15 years has been the responsibility of the Public Service Institute, Department of Public Instruction.

The purpose of the Institute is to improve local and state functions through the in-service training of officials and employes. The program has had a healthy growth since its beginning in 1938 with 13 police classes, 40 fire classes, and an enrollment of 1,629 persons, to the fiscal year 1952-1953, when 321 classes

Future homemakers show leathercraft during Farm Show week while FFA member Ford Kinsley hits the jackpot with this display.

were conducted for 11,332 enrollees in programs for firemen, policemen, correctional workers, assessors, borough officers, building custodians, members of the minor judiciary, public recreation workers, school lunch workers, and school board secretaries.

Originally, the Public Service Institute was a unit in the Division of Trade and Industrial Education. The General assembly of 1947 created a Public Service Institute Board in the Department of Public Instruction for the determination of policy, administration and supervision of classes and development of curriculum. The Institute is divided into various schools and staff members are responsible for their organization, administration and supervision. The principal, as the functioning head, is responsible to the Director of the Bureau of Adult, Vocational, and Practical Arts Education and the Public Service Institute Board for the operation of the entire program.

Classes are conducted in the various areas of the Commonwealth at the local and county level. All instructors are persons actively engaged in a profession or occupation who serve on a part-time basis. Each school has an advisory committee composed of persons who are recognized leaders. It is their function to advise the staff in regard to the curriculum and course content in their special interest field.

The real success of any training program depends on the quality of the instruction. The Institute is constantly confronted with the problem of securing competent men and women to serve as instructors on a part-time basis. Trainees in the various occupational fields will not accept an instructor unless he has had a wealth of practical experience, and possesses those qualities inherent in a good teacher.

There is a dearth of instructional material for use in the training of state and local government officials in Pennsylvania. It has been imperative that the staff of the Public Service Institute, in cooperation with the Associated Institutes of Government of Pennsylvania Universities, create instructional and resource material for use in the various training programs. The general pattern for the development of this material is: a series of advisory committee meetings to determine the needs of the trainees and general agreement as to the scope and content of the program; assignment of a staff member with practical experience in the field to develop the program, following the suggestions of the advisory committee; review of material by advisory committee and publication committee of the Institute Board; use of the material in mimeograph form for one year; and revision of the material and printing of manuals if deemed advisable.

An important milestone in the fire service training program was reached on April 1, 1954, when the Pennsylvania State Firemen's Training School at Lewistown was completed. This school is an outgrowth of the fire service training programs that have been conducted by the Institute since 1938, and the annual one-week State Fire School. The 1946 Annual Fire School marked the beginning of a program of "learning by doing," featuring training under actual fire conditions. The success of this program prompted legislation for the erection of a permanent fire school to be in full operation from April to November of each year.

It is difficult to calculate the number of lives and the property dollars that have been saved in the past 15 years because of the Public Service Institute's fire training program. It can be reasonably assumed that with more adequate facilities and improved instruction, Pennsylvania can lead the nation in the reduction of fire losses.

The program of the Institute is continually expanding its services to meet the needs of local and state government. Plans for the immediate future include: a state-wide program for employees of the penal institutions; a construction and maintenance program for highway workers; short courses for planning officials; and expansion of school bus driver and school custodian training. The program has limitless possibilities.

Industrial Education

Early recognition of the importance of industrial education—34 years before the Smith-Hughes Act—is illustrated in the Pennsylvania General Assembly Act of 1883 authorizing second class cities to establish and maintain schools for instruction in the "mechanic arts and kindred subjects."

Related subjects were taught as early as 1885 in the Philadelphia Manual Training School which reported that "The whole boy is put to school," that "he learns by doing" for "the education of all the faculties."

It is interesting to note that the school reported in 1885 that "School time is . . . about equally divided between mental and manual exercises." Mechanical drawing was taught in 34 public school districts in the year 1900.

The Pennsylvania School Code of 1911 directed that an expert assistant state superintendent of industrial education be appointed, along with an expert in drawing. Subsidized vocational-industrial education began in 1913 with the Showalter Act. Pennsylvania was one of the first states to accept the provisions of the Smith-Hughes Act of 1917, and 3 training centers for vocational teachers were established.

Growth of trade and industrial programs reflects the acceptance of federal-state standards and regulations by local school districts which initiated these classes.

The Veterans Readjustment Act (PL 346) stimulated Pennsylvania public schools to open their facilities for returning servicemen. At the peak of this program in 1949-1950, 23,907 veterans were enrolled in more than 85 different courses. Later demands expanded offerings to include heavy construction equipment, office equipment maintenance and repair, diesel engine maintenance and repair, plastics fabrication and tool and die design.

The number of veterans in on-the-job training and in apprentice establishments was 80,241 for the period ending May 31, 1948, and 4,163 for the period ending November 30, 1953.

The vocational-industrial training facilities of Pennsylvania public schools, supplemented by other small metalworking shops, were recruited for training in war industry occupations. Over 600,000 men and women were trained for that purpose, plus another 94,000 who were given supervisory training.

A major training program was conducted in the State Farm Show Building at Harrisburg. Covering 14 acres, this building housed the Pennsylvania State School of Aeronautics, where 17,500 new employees of the Army Air Forces engineering and maintenance depots in the Eastern United States received their

The Commonwealth uses school farms as experience laboratories for boys . . .

A vocational high tea room is used for training in food preparation . . .

And day and night schedules mean that adults as well as youth may be served.

initial training in aircraft and supply occupations from 1941 to 1943.

The Curriculum Laboratory of the Pennsylvania Department of Public Instruction was devoted primarily to ship building and aircraft maintenance during the war years. In these 2 years manuals were developed for the entire United States. Aircraft manuals were developed in cooperation with the Army Air Forces and had national distribution; the shipbuilding manuals were published by John Spencer, Inc., of Chester, Pennsylvania, and are in demand today. Titles of these manuals are:

Shipfitting Practice and an instructor's guide
Blueprint Reading for Shipfitters
Shipbuilding Shop Fabrication
Marine Sheet Metal Shop Practice—Ventilation
Marine Sheet Metal Ventilation, Shop Drawings and Blueprint Reading, a workbook and answer book
Marine Sheet Metal Shop and Field Work, Insulating and Sheathing
Marine Sheet Metal Shop and Field Work, Shelving, Bins and Lockers
Shipyard Outside Machinist
Shipyard Rigging
Marine Pipefitting
Ship Erection
Stage Building and Ship Carpentry
Ship Joinery
Marine Boilermaking Practice
Marine Electrical Construction
Mechanic Learner—Radio (U. S. Signal Corps)
Junior Repairman Trainee—Radio (U. S. Signal Corps)

Related training for apprentices is now conducted in 32 school districts in Pennsylvania, with 27 trades represented. Over 4,093 apprentices are enrolled.

Under the provisions of an agreement recently signed by the Department of Labor and Industry and the Department of Public Instruction, the latter is charged with the responsibility for the program in terms of related technical and supplementary instruction needed to make the apprentice a proficient worker, and the supervision and coordination of this instruction with his job experience. The implementation of this program, involving almost 7,000 registered apprentices, is charged to the Department of Public Instruction, which will delegate much of the implementation to local school districts with regard to determination of courses, time allotment, grades, tuition charges, class schedules, credit for previous instruction and similar educational detail.

Since 1951 the Division of Trade and Industrial Education has been responsible for the preparation and publication of 11 bulletins, ranging in size from 48 to 188 pages. Titles are:

Bulletin 245, *Work Experience Program for Public Schools*
Bulletin 330, *Vocational-Industrial Education in Pennsylvania*
Bulletin 331, *Industrial Arts in Pennsylvania*
Bulletin 331A, *Automotive Area of Industrial Arts Instruction in Pennsylvania Public Schools*
Bulletin 331D, *Graphic Arts as an Area of Industrial Arts Instruction in Pennsylvania Public School*
Bulletin 331E, *Home Mechanics as an Area of Industrial Arts Instruction in Pennsylvania Public Schools*
Bulletin 331G, *Metal Machining as an Area of Industrial Arts Instruction in Pennsylvania Public Schools*
Bulletin 331I, *Plastics as an Area of Industrial Arts Instruction in Pennsylvania Public Schools*
Bulletin 331J, *Plastics as an Area of Industrial Arts Instruction in Pennsylvania Public Schools*
Bulletin 331J, *Sheet Metal as an Area of Industrial Arts Instruction in Pennsylvania Public Schools*
Bulletin 331L, *Woodworking as an Area of Industrial Arts Instruction in Pennsylvania Public Schools*

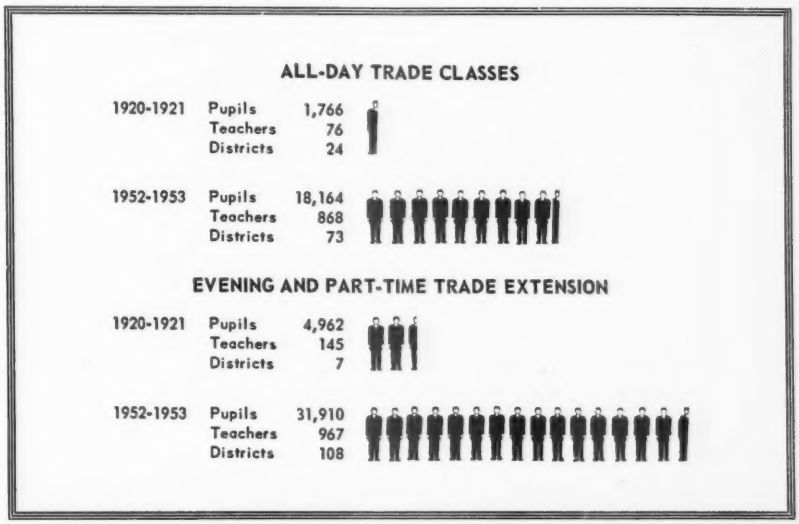
Other publications, either in preparation or in the hands of the printer, are: In the "331A-L" series listed above, *Ceramics, Electricity, Metal Forming* and *Textiles;* Bulletin 338, *Apprentice Training in Pennsylvania;* Bulletin 338A, *Handbook for Pennsylvania Apprentices.*

Currently, 111 different occupations are taught in Pennsylvania Schools in all-day trade, evening, cooperative, apprentices, veteran, and retraining classes.

* * *

Although necessarily limited in scope, this account graphically describes the underlying principle of public service that has meant for the Keystone State's vocational program ever increasing effectiveness.

The Journal salutes with pride the great network of vocational education that truly underlines democracy in the State where the chimes that meant liberty were first heard.



AVA Honors George and Barden

Martha Creighton, AVA Past President, presents the AVA Citation to Congressman Barden.

CITATION
for
DISTINGUISHED SERVICE
to
VOCATIONAL EDUCATION
Awarded by the
AMERICAN VOCATIONAL ASSOCIATION
to
THE HONORABLE
WALTER F. GEORGE
United States Senator
from the State of Georgia

For many years the Honorable Walter F. George has seen in American youth this country's most valuable resource. To the end that they may be trained in the basic skills and sciences essential to useful and gracious and complete living, he has been co-author of every vocational education act passed by Congress since 1917, including the George-Reed Act of 1929, the George-Ellzey Act of 1934, the George-Barden Act of 1946.

Because of his selflessness in promoting vocational education, he has contributed magnificently to the building of a better America by helping its people to acquire those abilities that make and keep them useful and free and independent.

His memory will live in the hearts and minds of the people of this country so long as they love freedom and cherish the institution of public education for all citizens.

Because we deeply appreciate his courage and leadership, we present him this citation.

Given under our hand and seal this 27th day of November, Nineten Hundred Fifty-three A. D., at the Forty-seventh Annual Convention of the American Vocational Association assembled in Chicago, Illinois.

AMERICAN VOCATIONAL ASSOCIATION, INC.
(Signed) Martha Creighton
President
(Signed) M. D. Mobley
Executive Secretary

CITATION
for
DISTINGUISHED SERVICE
to
VOCATIONAL EDUCATION
Awarded by the
AMERICAN VOCATIONAL ASSOCIATION
to
THE HONORABLE
GRAHAM A. BARDEN
Representative for the
Third Congressional District of North Carolina

Because he recognized the social and economic importance to this country of having a citizenry well trained in the basic skills and sciences necessary to complete and useful living, the Honorable Graham A. Barden gave generously and effectively of his time and energy and ability through two sessions of Congress in securing the passage of the "Vocational Act of 1946" which now bears his name.

Throughout his entire career he has been constantly alert to the educational welfare of all the people regardless of their vocation, and has gone into action whenever their interest could be served.

It was characteristic of him that when in the 83rd Congress reductions were about to be made in appropriations for vocational education, his leadership asserted itself with the result that no reductions were made and the cause of vocational education was again effectively served.

As a token of our appreciation we present him with this citation.

Given under our hand and seal this 27th day of November, Nineteen Hundred Fifty-three A. D., at the Forty-seventh Annual Convention of the American Vocational Association assembled in Chicago, Illinois.

AMERICAN VOCATIONAL ASSOCIATION, INC.
(Signed) Martha Creighton
President
(Signed) M. D. Mobley
Executive Secretary

Dr. M. D. Mobley, Congressman Paul Brown (with Citation) and Senator Walter F. George.

TWO SPECIAL CEREMONIES marked the presentations of AVA Citations of honor to Senator Walter F. George of Georgia and Congressman Graham A. Barden of North Carolina.

In Washington, D. C., a luncheon for the entire Georgia Congressional delegation and their wives, with Dr. M. D. Mobley, AVA Executive Secretary, presiding, provided the setting for presentation of the colorful, hand etched, framed citation to Senator George by Congressman Paul Brown.

Held on St. Patrick's Day in the Capitol's Vandenberg Room, the occasion was festive with green carnation boutonnieres for the guests, a lovely centerpiece of flowers, and an azalea plant in full bloom that was later presented to Mrs. George (known affectionately to the Georgia delegation as 'Miss Lucy') as a memento of the luncheon.

The guest list included all of the Georgia delegation with the exception of Senator Russell who was out of town on a speaking engagement; wives of the Congressmen and the Senator; Heard George, son of the Senator; Dr. and Mrs. M. D. Mobley; and members of the press.

Official announcement of plans to honor George and Barden was made at the 1953 AVA Convention in Chicago. Both can look back on long, distinguished careers that are studded with concrete contributions to legislation for vocational education in the U. S.

Senator George, co-author of every piece of legislation that has been passed for vocational education with the exception of the Smith-Hughes Act, was heralded by Congressman Brown, in his presentation address, as "one of the most outstanding Americans, a great statesman, and the foremost Georgian."

"Miss Lucy," he said, "has held the ladder firmly while her distinguished husband has climbed to the heights of a wonderful career."

"I am grateful to the American Vocational Association for giving me the honor of presenting to Senator George the citation for his untiring and effective work in the field of vocational education. This is the first citation ever approved by the AVA during its almost half century of organization."

NCVA Convention Provides Setting for Barden Presentation

Congressman Barden, meanwhile, received his citation, similarly hand etched in color and framed, at the annual convention banquet of the North Carolina Vocational Association in Raleigh, March 18.

AVA Past President Martha Creighton applauded the Congressman for his outstanding achievements for vocational education in her formal address of presentation.

In a keynote address to the entire assemblage, the Congressmen assured the Association that he will continue to resist a proposed cut in vocational funds.

He said, "We're going to take the offensive—I believe the best defense is a strong offense. If they don't quit fooling around, I'm going to wrap a five million dollar increase around it."

Barden, who is a former Chairman of the House Education Committee, is confident that the vocational program has been sold to the American people.

"It is a good investment," he said, "if it is honestly and wisely spent. And it is part of my job to see that this is done."

Both legislators averred that successful support of vocational education acts has brought them more satisfaction than any other accomplishments that have been recorded in their long and meritorious careers. Both formally thanked the AVA for the special citations.

The Georgia delegation, first row, l. to r.: John L. Pilcher, James C. Davis, Albert S. Camp, Senator George, Paul Brown, Carl Vinson, H. L. Lanham. Second row: Elijah Forrester, Phil M. Landrum, William Wheeler, Prince Preston. Senator Russell was unable to attend the luncheon.

Business educators answer a question—

why the state supervisor?

ARE THE BUSINESS EDUCATION programs in our public high schools so good that further improvement is unnecessary?

Do all business teachers attend state meetings?

Do business teachers need help with the problems they face?

Is there a shortage of qualified business teachers?

If these questions are answered truthfully and in detail, the imperative need for state supervision of business education is established.

There are many reasons why state supervision of business education is desirable but the following 6 show that such service is essential.

Teachers need help

In a recent study of the need for supervision in business education in Kentucky, teachers said there was no one to turn to for help with problems. In most schools the superintendents and principals are so busy with administrative details that little time is available for supervision. In addition, most administrators are not familiar with the special problems that confront business educators. Since supervisors are not available at the local level, it is necessary for help to come from the state.

What types of help can the state supervisor provide for business teachers? Teachers are frequently asked by their principals for equipment recommendations. Occasionally teachers have lists of types and sources of equipment but most do not have this information.

The state business education supervisor is in a position, however, to supply it. The same is true, even to a greater degree, when it comes to planning the physical space and layout for business classrooms. Many school administrators still feel the best possible layout is 2 adjoining rooms with a glass partition so the business teacher may direct 2 groups at one time. Teachers need guidance on these decisions.

by Vernon A. Musselman
University of Kentucky, and
Z. S. Dickerson
Florence, Alabama, State College

Many Business - Industry - Education days, career days, and advisory committees exist but the average teacher has not had opportunity for first-hand experience in such activities. The experienced state supervisor can provide help.

Teachers have also heard of the great need for community surveys and graduate follow-up studies. Here again they need state supervisory counsel and direction.

They need in-service education

Because of increasing enrollments in business classes there is an increased need for qualified business teachers. The competition from business and industry for the services of trained business teachers continues to climb. These 2 factors combine to create a serious shortage of qualified business teachers. A study in Kentucky showed that the percentage of business teachers with "emergency" credentials was 3 times as great as that for all secondary teachers.

In areas where state supervision for business education is available, the in-service education program for teachers functions well. Area conferences and workshops are planned for business teachers who are urged to attend. Workshops meet the specific needs of participants. Teachers with emergency credentials are required to attend summer school. Those who have not attended school in recent years are encouraged to enroll. Without state supervision, such a program of in-service education is impossible.

They need professional organizations

In areas where state supervision for business education is not available only a small percentage of business teachers attend district and state meetings. The opposite is true when state supervision is offered. In Virginia and Louisiana, for example, state supervisory services are well organized and more than 80 per cent of the business teachers attend state meetings.

In any geographical region, states with state supervision lead all others in the percentage of business teachers who belong to state, regional, and national business education associations. For example, the Virginia Business Education Association had 75 members in '48 and 215 in '52. The Louisiana Association had 75 members in '48 and 255 in '53.

They need information—

Who has a complete list of the names and addresses of all the business teachers in your state? In most states no such list is available. Many teachers do not receive notices of business education conferences.

The files of all state departments of education include the names and addresses of business teachers. Yet, unless some interested person invests time and effort in unearthing this information, it remains buried. Such lists are necessary if business teachers are to be kept informed.

Almost every business teacher receives one or more of the professional periodicals that are prepared especially for the field. Very few receive all of the available publications and few have time to read those that they receive. The state supervisory service in business education could review such material regularly and call special attention to important articles. Lists of sources of free and inexpensive teaching materials could also be provided for teachers by the state supervisor.

They need publications—

Who prepares business education handbooks for teachers in your state? A course of study was prepared for business education in one state recently but none of the active leaders in the field knew about it. The state publications program should be a major responsibility of the state department of education. State supervision for business education is imperative if this leadership is to be adequate.

And they need colleagues!

As the wave of increased enrollments in our elementary schools moves up through the secondary schools, the present serious shortage of qualified business teachers will become even more acute. The state supervisor would be the most interested person in a program of recruitment for new business teachers.

The state supervisor is active in the leadership of Future Business Leaders of America clubs. In his dual role of service to teachers as well as future teachers, he is in an excellent position to recruit.

Is there an imperative need for state supervision in business education? The 6 arguments provided here indicate that the answer is an emphatic *yes.*

Larry Peard (l.) narrates as Richard Butler clips sheep for TV viewers. The work was explained as the actual shearing progressed. The can of oil, left, was used for dipping the shears and the outdated hand shears were also shown. This show was put on in 1953 and, by request, it will be repeated in '54 as the first to go on twice.

There's Talent in Vo—ag

LETTERS FROM UNIVERSITIES and colleges in almost every corner of the U. S. A. have convinced Future Farmers of America in Erie County, Pa., that they have set a pattern for shows on many TV channels throughout the country.

Erie County FFA members have presented 105 consecutive shows in the 2 years that they have been on the air. The risk they accepted was calculated. Would the public tolerate a TV farm show? Is it possible to have a suitable show ready every week? Will people cooperate? Will it cost too much?

If you have any doubts about the answers to these questions, try TV! We can assure you that there is room for everyone and there seems to be no limit to the number and variety of interesting, suitable shows that can go out over the channels.

We have never had anything other than favorable comment. People do cooperate 100 per cent—important people who are already very busy. It will not cost anything beyond considerable time and logical planning. The kindness and constant encouragement we have from the WICU-TV studio staff have done much to keep us happy.

As we look back over the historic shows we have presented, it seems a miracle that we were allowed to enter the studio. Why we were allowed to invade it with 35 farm animals at one time—and without the least apparent concern on the part of the studio staff—we'll never know.

We have had a favorable nod for every show we have proposed. Possibly we have fared well because we have always cleared our plans in advance, thus assuring the staff that we can be trusted.

Another instance will serve to point up the fact that the people at th studio are ready and willing to help the Future Farmers. In October, a one-half hour commercial was pre-empted and scheduled for the FFA Livestock Parade. More than $130,000 worth of props in the form of livestock, floats, bands, and other costly items, were used along with 1,275 people. This was the most difficult of all shows to present. But, the next day, FFA members sold 198 fat steers at their annual northwest Pennsylvania livestock show and auction.

What type of shows have the Erie County FFA members presented? They have covered, among other things, sheep shearing; fitting beef cattle for showing; grading potatoes; meat cutting; a mock baby beef auction; brooding baby chicks, pigs, and sheep; farm wiring for safety; wiring for efficient use of farm motors and equipment; pruning trees, grapevines, and shrubbery; tree surgery; fire hazards; and stuffing and carving turkey.

All types of farm animals and fowl in every stage of growth from birth to maturity were presented in one interesting show. Purpose of this presentation was instruction in the proper names for each given age or state of maturity.

With live animals for props, the boys also milked a goat and demonstrated the use of a mechanical milking machine (made of transparent plastics) for their TV audience.

How to get started

Mutual agreement among all of the teachers who will ultimately be called upon to take part in a TV series is essential. Proposals should be presented to the program manager at the local studio. When your ideas have been accepted, become familiar with the signals used in the studio. It is impossible to talk after the show has started, so coach your boys in advance of show-time. Since each station may have slightly different signals, it is wise to check on this information at the studio where you will perform. Numerous finger signals are important to production.

Each proposed show should be cleared in advance unless participants have a working knowledge of do's and don't.

by Dr. Biron E. Decker
Emcee-Producer and
Area Vocational Adviser,
Future Farmers of America,
Erie County, Pa.

TV Tips for the Vocational Teacher

By Austin Huhn,
National Broadcasting Company
New York, N. Y.

(Note: Mr. Huhn was formerly with CBS in Philadelphia, Pa., and Radio Station WPIX, New York City.)

What Type Material?

The first requisite for any material for either radio or television is the obvious one that it must be entertaining, and capable of gaining and holding attention from the outset. Unlike a class, captive in a lecture hall or schoolroom wherein motivation may be developed at a suitable rate, the AM or TV "pupil" must be interested immediately and a strongly well paced "follow thru" maintained without letup or that fatal "twist" of a knob may eliminate your existence insofar as the viewer is concerned.

This obvious fact is pointed out, for too frequently we are so engrossed in getting across our "message" that we fail to attack the basic problem from the viewpoint of the audience.

"Dramatizing" any facts, discussion, or story to be presentded is always good showmanship, regardless of the medium. For example, in telling the story of a school program to train aircraft mechanics a recitation of the fine job the teachers are doing would have only a fraction of the impact that results from taking the listener right into the group.

In "AM," or radio, the proper use of sound effects, music, and characteristic, interesting voices are devices commonly but effectively used to paint a colorful and comprehensive sound picture. Listen carefully for these elements on commercial quality programs and you will be surprised to find how much they contribute. If well done, the natural ease and unobtrusiveness with which they are inserted makes their individual existence go unnoticed while they create the desired overall mood or specific effect.

In "TV" the addition of the dimension of sight provides opportunities for dynamic presentation of great scope. Possibilities for the use of film, photos, graphic arts, special effects or the actual school shop, University laboratory, museum, factory or any realistically simulated scene in the TV studio itself are unlimited.

Basic Production Elements in Radio and TV

The continuity department (script writer) provides a script for the production personnel, in advance of the show date. On a sustaining program (the type we would be concerned with) production personnel would consist of a director and possibly an assistant. Arrangements would be made within the station or network organization for a studio and rehearsal time. Talent required would be selected and notified to appear for rehearsal. A reading or dry rehearsal is usually followed by an explanation by the director as to what is required from the talent. Several rehearsals "on mike" with sound effects and music will follow and notes are carefully made regarding the "timing" of the show.

Cuts in the script will be made to make sure that the program ends exactly on time. The final rehearsal is usually a "dress rehearsal" of the complete production without interruption. Any necessary adjustments or changes must be made following the "dress."

All of this information holds for TV but, necessarily, on a much more elaborate scale. All physical factors relating to sight must be provided for. They include staging, camera angles and shots, settings, artwork, costumes, makeup and numerous other items.

The TV script contains dialogue or "copy", stage directions, and special effects notes. The director usually plots camera angles and shots.

Network personnel may include a producer, director (or producer-director) a production assistant, floor manager, technical director, unit manager (production coordinator), scenic designer, costume designer, costume designer, makeup artist and a stage crew and engineering crew (bringing the total figure to 20). It is well to bear this in mind when planning for the production of a television program.

Making a Presentation and Following Through

The advertising agency business has developed the "Presentation" to a point where it does an efficient selling job to the client or sponsor. The more comprehensive and impressive a proposed program may be made to appear through the use of sketches, photos, charts and other documentation, the more effectively your ideas will be conveyed to the station. While a complete script may be required before a firm commitment is made by the station, introductory purposes may be served with less labor by utilizing the "presentation." The basic idea and format is clearly indicated while it conveys the impression of good organization and trade knowledge.

Since subject material is determined for local stations by the program director, he is the person to approach.

In addition to the program itself, it is well to anticipate what the school group may contribute in the way of personnel and other items necessary to the actual production.

The station or network will provide a staff director to take the helm directly for rehearsals and technical proficiency. A capable member of the school group may serve as production liaison. If amateur school talent is to appear before the mikes or cameras, it is well to include a Staging Director for general supervision.

Labor agreements will determine to what extent artwork or scenic backgrounds, set dressing, props, etc., may be supplied by the educational group. In the large network centers this will be limited to titling and educational charts, models or visual aids. Local stations will expect you to contribute more in the way of stage properties and scenery. Naturally, the station is anxious to have you supply as much of the production's physical requirements as possible. As a matter of fact, it is much more economical for the school group to provide such materials.

Don't be afraid to compromise with station personnel on your ideas for content and method of presentation. Don't insist on supplying items or personnel that the station would prefer to supply. True, F.C.C. regulation requires that a percentage of broadcast time be devoted to programming in the public interest but don't lose track of the fact that air time made available to educational programming is valuable dollarwise. Stations as well as networks are prestige conscious and anxious to maintain as high a standard of programming as possible.

We have all learned to speak of demonstrations in vocational agriculture. In the TV studio, everything is a show. Educational demonstrations are "shows."

How to coach and produce for TV

For each show, one person must be responsible to the studio and the various teachers involved. He will learn much about the policies and problems that make or break a production. He will soon acquire sufficient working knowledge to write shows and thereby he becomes the producer.

In Erie County, Pa., the area vocational adviser serves as emcee and producer. He writes the stories or demonstrations and works them into a show. It is his job to prepare an outline or script which serves only as a guide. The teachers usually fill in additional details and work for the proper timing. A carefully prepared form makes it possible for the director and the engineers to follow the show and direct the camera man. The form has 2 sections—one for video and one for audio.

Several pages may be necessary to complete a script. Under "video," every person as well as every visual aid should be listed properly. This provides a working outline.

The first rehearsal should be held at least 2 weeks in advance of the presentation date. In Erie County, we burn the script during the first rehearsal. Our boys are not allowed to carry any written materials when they are participating in a show. They must know exactly what they are going to do and exactly what they are going to say. This is preferable because boys tend to "freeze" when they try to find lines on a paper. If any particular part seems difficult to master, the teacher participates in the show and asks questions. Everything is as informal as in the classroom.

We rehearse each part until the boy acquires the habit and until he can talk himself out of the situation. We do not want to put words into his mouth. We want him to use his own words. Sometimes he may use words we would like to eliminate but this is better than stage fright.

Our rehearsals are conducted as an actual classroom or laboratory activity. Every member of the class is well informed by the time we have completed the show. We have actually selected a boy from the class to replace the lad we originally planned to use, happily discovering that the newcomer is doing much

better than the partially trained original.

We can honestly say our TV shows represent regular school activities in the shop, the laboratory, or the classroom.

After the producer has assisted with one rehearsal in order to set the pattern and iron out undesirable problems, the remainder is left to the teacher and his boys. Very few shows escape from almost complete reconstruction by the producer during the first rehearsal. A revised outline is therefore re-issued for the studio engineers.

What are the values?

Building a TV show is nothing more than lesson planning. A great variety of live objects are used to illustrate the job we have in mind. In Erie County, we all feel that we have learned much about lesson planning. We omit the less essential items in favor of those which apply directly because time is important. The rigid restrictions of time on TV make it an ideal place for farm boys to learn to respect seconds and minutes. We feel that we have eliminated a lot of procrastination. If TV can do this, the battle has already been won.

Many of our boys have gained increased confidence in their own ability to compete with other boys through our TV shows. It is gratifying to see a boy who has suddenly arrived—who knows he has been a success. It makes him happy and there is nothing like success to make success.

We know that many people have become acquainted with our school program through TV. We hear comments everywhere we go. It is pleasing to note that people who live in the city seem to like the programs as well as, if not better than, our farm people.

Vocational agriculture has gained many friends among the big and little business men through our shows. As a result of TV, we have found it possible to enlist the co-operation of many important persons. We have never had a refusal from anyone who has been asked to participate on our shows.

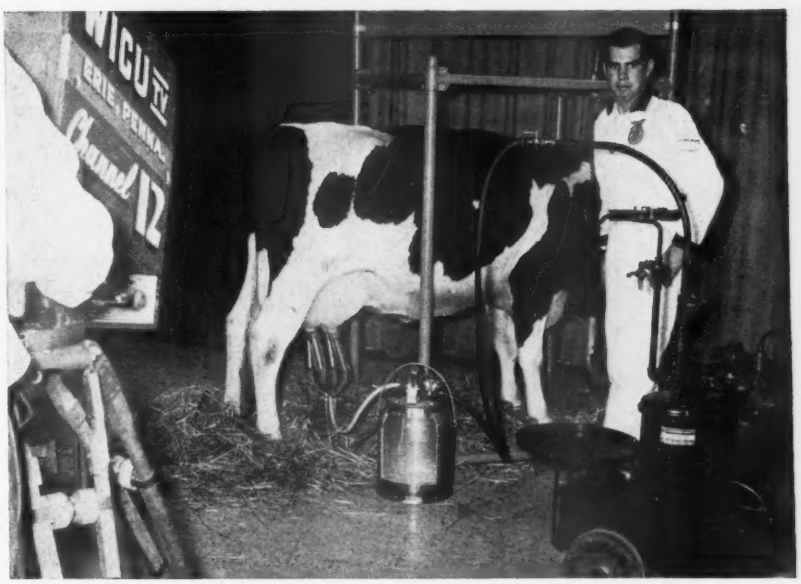
A rule composed of 9 short words can be more helpful to you than many paragraphs of advice if you are planning to try TV: *Show how everywhere possible and your show will succeed!*

WICU—TV

Emcee and author Biron Decker (center) conducts a TV demonstration on how to dress and carve a Thanksgiving Turkey.

WICU—TV

Here, FFA members demonstrate using a model barn and an actual electric fan. Left to right: Duane Stutzman, Arthur Allen, Bernard Blore, FFA President; Dr. Biron E. Decker, Emcee and author; Roy R. Smith, Public Relations Director, Pennsylvania Electric Company (former Keystone farmer); John Afton, and Charles Hayes. Note that the roof has been removed from model. Built in air vents show how circulation is attained. The blower at left is set up to blow air through stacked bales of hay.



WICU—TV

Milking a cow in the studio was accomplished with a transparent plastic milking machine. People said it couldn't be done, but the boys did it, with help of the cow.

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Specialist in Research
Home Economics Ed'n Service
U. S. Office of Education

Boys and girls together profit from the work of

Home Economists in Research

THE AMOUNT OF MONEY AND EFFORT devoted to research in home economics education is beginning to pay dividends. Findings from the studies in progress are suggesting new ways of attacking problems connected with adult education in homemaking, college programs for training homemaking teachers, and content and methods for effective homemaking programs in secondary schools. The types of studies carried on have varied with the states. Up to the present, the majority of them have been concerned with programs of home economics at the secondary level.

PROFESSIONAL RESEARCH

"What to study" is usually decided jointly by representatives of the state staff in home economics education and of one or more institutions in the state. The former group brings to such decisions an awareness of problems in the field, and the latter can help decide on the areas where research can make the greatest contribution. Some states have a council, committee or group which advises the research worker not only on the selection of a problem but at many stages during the study. A representative of the Office of Education often helps analyze the importance of problems from a national standpoint and brings suggestions about techniques of study used in other investigations. The decision about the research must always take into consideration the needs of the state—and often the nation as a whole—as well as available resources in personnel, money, and facilities.

STUDIES OF THE TOTAL PROGRAM

Studies of the secondary school program of homemaking have differed, both in purpose and method, but in general they have provided a new perspective on the strengths and weaknesses of homemaking offerings at that level. Several states have been concerned with the program as a whole, rather than some part of it.

In New York, a comprehensive list of objectives for personal and family living was formulated and the status of about 5,000 9th and 12th grade girls and boys was determined in relation to these objectives with special reference to the contributions of home economics.[1]

In Michigan, a sample of 23 secondary schools with vocational programs in homemaking were selected and through a series of questionnaires with administrators, parents, pupils and teachers, the status of homemaking education was determined.[2] Discrepancies between the philosophy generally accepted by leaders and the practices in local programs are being studied.

In Minnesota, a 5-year study of the home economics program in a representative group of 20 schools located strong and weak points. Factors appearing to influence the program's effectiveness were discovered, measures were introduced to improve the situation, and the extent of improvement was evaluated at intervals.[3]

In California, attitudes of homemaking and non-homemaking pupils toward homemaking education were determined through questionnaires and interviews in a random sample of 52 secondary schools. Facts were also obtained from a sample of former home economics students, parents, school administrators and teachers.

STUDIES OF SPECIFIC ASPECTS

Other states have conducted studies of specific aspects of the home economics program.

Ohio has studied what is being achieved through instruction in foods and nutrition in the 9th and 10th grades in 60-minute and 90-minute periods.[4] In addition, a study was made of management problems recognized by pupils in different high school grades, the types of managerial abilities teachers are trying to develop, and the setting for management in homemaking classrooms was determined.[5]

Iowa has been studying the problems of high school pupils in certain areas of home economics in order to determine emphases for programs at different levels in the high school. A pool of evaluation devices for different types of objectives is being

developed for use by teachers in appraising the outcomes of the program.

Washington state is studying present-day costs of instruction in home economics. The first area toward which the staff directed attention was food preparation. A preliminary study of school records disclosed such a wide range of expenditures that an effort was made to determine what an "adequate" food preparation program would cost. Teachers helped develop recommendations for an "adequate" program for first, second, and third year homemaking classes and then tried out these recommendations.[6]

Two states have been carrying on studies that are giving guidance to the development of more effective adult education programs in home economics. An *Iowa* study was undertaken to find out if the problems and educational needs of rural homemakers in a low socio-economic group were unique.[7] In *Minnesota,* opinions of superintendents and homemaking teachers were secured concerning the responsibility the school should assume in financing and conducting adult education in home economics.

A research project which has been underway for several years in *Ohio* is concerned with developing evaluative instruments to appraise growth of college home economics students toward over-all college goals.[8] The instruments developed to date have been designed to measure a student's social sensitivity and ability to think effectively on homemaking problems. They have included devices for determining the possession of social information about the family; social awareness; social values; interpretation of data about which a homemaker should be concerned; and ability to apply principles, generalizations, and facts to realistic home situations.

Vocational education funds for teacher education have been used to finance most of these research projects through paying the salary of the research worker, secretary and statistical assistant, as well as travel, supplies and other necessary expenses. Institutions and state departments of education have published and distributed reports of many of the research projects.

THE RESEARCH OF GRADUATE STUDENTS

The research of a number of doctoral candidates has contributed to home economics education. In 1952-53, 18 degrees were granted in this field. Problems investigated included home experiences; the use of the home as a community resource; concepts and understandings of college students in nutrition, art and family living; and providing instruction at the college level. Masters candidates, too, have carried on studies, smaller in scope than doctoral researches, but planned so as to contribute to a larger problem. These have added needed facts. As illustrations, there are studies of factors affecting teacher's satisfactions and home economic student enrollment, the development of evaluation devices[9] and visual aids.

Investigations by other professional home economics education workers in teacher training institutions or state departments of education carried as part of their jobs have also added to overall knowledge. Supervisors in *Kentucky* and *Arkansas* are studying reactions of teachers to supervisory practices. Teacher educators in *Minnesota,*[10] *Illinois,* and *Alabama* are obtaining opinions of graduates concerning the adequacy of the pre-service teacher education program. The findings are providing bases for revising and improving pre-service and in-service programs.

LOOKING AHEAD

Many problems are pressing for solution in home economics education, but some suggestive studies have already been made and some helpful techniques for study are being developed. Factual bases for answering some administrative problems are being determined and we are establishing bases for curricula at adult, high school and college levels as well as some instructional procedures. Many other phases of each of these and other types of problems should be studied.

To date, many states have not been able to release much federal and state money for research. However, it is to be hoped that the quality and usefulness of the research findings becoming available will encourage those states now engaged in research to enlarge their contributions. Other states, too, with funds and other needed resources may well consider how they can help with the solution of some of the educational problems.

If the research program in home economics education is to continue to function and grow, it is important that:

More young people prepare themselves for research.

Cooperative efforts of state departments of education and/or state boards for vocational education, teacher training institutions, and the Office of Education result in sound study of the most significant problems.

Cooperation extend beyond State borders so that especially pressing problems can be more speedily solved.

Results of research be made widely available so that the maximum use can be made of what is learned by others.

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Sir Francis Drake (Home Economics)	9.50-13.50	11.50-15.50	13.00-19.50
Whitcomb (Agricultural Education)	5.00- 8.00	7.00-11.00	8.00-12.00
Bellevue (Business Educ., Distributive Educ., Vocational Guidance)	6.00- 8.00	8.00-10.00	9.00-11.00

COOPERATING HOTELS	Singles	Doubles	Twins
Alex. Hamilton	6.00-10.50	8.50-12.00	9.00-13.00
Beverly-Plaza	6.00- 6.50	8.00- 8.50	9.00- 9.50
Biltmore	5.00	6.00	7.00
Californian	5.50- 7.00	7.50- 9.00	8.50-10.00
Canterbury	5.00	6.00- 7.00	8.00- 9.00
Cartwright	5.00	6.00	7.00
Cecil	4.00- 6.00	5.00- 6.00	7.00- 8.00
Chancellor	5.50	7.50	8.50
Clift	8.00-12.00	10.00-15.00	10.00-18.00
Commodore	4.00- 7.00	6.00- 9.00	7.00-10.00
Drake Wiltshire	6.00- 7.00	7.00- 8.00	9.00
Fairmont	10.50-16.00	13.50-19.00	13.50-19.00
Franciscan	3.50- 5.00	5.00- 6.50	7.00- 9.00
Herald	3.00- 4.00	4.00- 5.00	5.00- 6.00
King George	3.50- 5.00	4.50- 6.00	6.00- 8.00
La Salle	4.50- 5.00	5.50- 6.00	6.50- 7.00
Lombard	4.00- 6.00	6.00- 8.00	7.00- 9.00
Manx	5.00- 6.50	6.50- 8.50	7.50- 9.00
Mark Hopkins	10.00-14.00	13.00-18.00	13.00-18.00
Maurice	4.50- 6.00	6.00- 7.00	6.50- 8.00
Olympic	5.00- 8.00	7.00- 9.00	7.00- 9.00
Oxford	3.00- 3.50	4.00- 6.00	6.00
Palace	8.00-13.00	10.00-15.00	12.00-17.00
Pickwick	4.00- 5.50	5.50- 7.00	6.50- 8.00
Plaza	5.00- 6.00	7.00- 9.00	7.00- 9.00
Richelieu	4.00- 6.00	5.00- 9.00	7.00- 9.00
Roosevelt	3.50- 4.50	5.00- 6.00	6.00- 7.00
Senate	3.00- 4.00	4.00- 5.00	5.00- 6.00
Senator	3.50- 3.75	4.00- 4.25	5.00- 5.50
Somerton	3.00- 4.00	4.00- 5.00	5.00- 7.00
Spaulding	4.00	5.00	6.00
Stewart	4.50- 7.50	6.50- 9.50	8.00-12.00
Stratford	3.50- 4.50	5.00- 7.00	6.00- 7.00
Sutter	4.50- 6.00	6.00- 7.00	7.00- 9.00
York	3.00- 5.00	3.50- 6.00	5.00- 7.00

Note: San Francisco has organized a housing bureau for the convenience of AVA 1954 Convention delegates. All requests for reservations will be handled in chronological order, so fill out, clip, and mail the attached form promptly. Because a limited number of single rooms are available you will have a better chance for accommodations in the hotel of your own choice if your request calls for double or twin bedded rooms. Include stamped self-addressed envelope.

MAIL TO: AVA HOUSING BUREAU
Room 300, 61 Grove Street
San Francisco 2, California

PLEASE MAKE RESERVATIONS NOTED BELOW:

First Choice ..... HOTEL

Second Choice ..... HOTEL

Third Choice ..... HOTEL

.....Single room @ $.....

.....Double bedroom @ $.....

.....Twin bedroom @ $.....

ARRIVAL: .....
Date and Time

DEPARTURE: .....
Date and Time

My Field of Service.....

NAMES OF ALL OCCUPANTS

.....

.....

.....

ADDRESSES

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MAIL CONFIRMATION TO:

Signed: .....

Address: .....

A DE Coordinator includes a large portion of guidance in her

Prescription for Good Citizens

FULTON HIGH SCHOOL, Knoxville, Tennessee, is two years old, the only comprehensive school in the city offering educational opportunities in three distinct areas; an area for skilled or semi-skilled occupations; an area leading to further professional training; and a combination program providing opportunity to prepare for either field.

The proposed philosophy of the school, worked out by faculty, administrators, supervisors, professional consultants, parents and lay people, "recognizes the worth of each individual, and believes the purpose of the school to be development of good citizens."

Distributive education (known as DE) is a training program which offers opportunity to increase skills, knowledge and abilities of students whose major interest lies within the field of distribution—namely retailing, wholesaling and the service occupations. Cooperative instruction is offered on the senior level with two credits granted: one for class work and one for satisfactory work experience. Both phases of the work are correlated by the teacher-coordinator. All senior class work is completed by noon and students go directly to business organizations for on-the-job training in the afternoon.

Distributive education offers an excellent opportunity, through its correlated classroom and on-the-job training, for activities leading to the development of good citizens. Early and continuing guidance is necessary to attain even a partial achievement of the total philosophy of the school.

Prior to the senior year, guidance through several channels enables students to gain some understanding of what DE is, how it operates, and what is recommended in pre-senior training. All students have an opportunity to see it in operation in the classroom and in the school store operated by the Junior DE students.

These general guidance procedures are followed to acquaint all students with educational possibilities within tthe school: student counseling; using a school folder describing courses of study with recommended class work; mimeograph material from the school guidance counselor and the city guidance service office; tours of the school; Career Day; a testing program including reading, mental, achievement and vocational tests; visits to business organizations; use of excellent library facilities for the study of avocations, occupations, and personality building.

Folders on DE are made available to students, before senior level standing, pointing out the "facts" about DE. Arrangements are made for personal interviews for any student who is interested or has a question about DE.

Junior DE students (General Business), have an opportunity to study basic business principles in class and apply them in non-reimbursed practice of operating the school store. This store is under the supervision of the DE teacher. During the year each student in this class is scheduled practice time in the store as a regular part of the training. Guidance is important here because this is the beginning business experience for many of these students.

The DE teacher has a part in helping carry out these guidance practices just described but the major guidance task is that of interviewing and counseling prospective students for senior work. Usually there are five steps in this procedure. First, personal interviews are held with interested students, this being done in May for the class beginning the following September. Second, mental, achievement, vocational test records and grades of the applicants are checked. The third step is reviewing student references. Fourth, parents are contacted to be sure they know the students' interests and intentions and give their permission. The last step is the follow-up interview accepting or making other recommendations to the student on the basis of interests, abilities, past work experience, records, recommendations, grades and general school record.

If a student is not accepted for DE training it is the duty of the DE teacher to tactfully explain the rejection. Within current experience these two things usually constitute the major reasons for non-acceptance:

1. Poor grades; to the extent the DE teacher feels that student could not satisfactorily carry both school work and on-the-job training.
2. General school records; showing whether student is dependable, honest, or has a record of disciplinary problems. The DE teacher must determine whether they point toward a successful business person.

Business is of necessity more or less cold blooded and impatient if a student is not able to make reasonably rapid progress in fitting into the organization. The teacher-coordinator of Fulton High School has been encouraged to accept the student when in doubt and give him an opportunity to prove his worth. In taking this position the teacher is not unmindful that the burden of the decision rests with the teacher and is a direct responsibility which calls for special guidance efforts.

Student selection for the senior DE class is completed during the spring registration so that when school begins in September the guidance problems begin with the first day and do not end until graduation, sometimes not even then. The first major guidance problem is the placement of students in business training agencies. Best results for both business and students are gained through placing students on jobs in which they have a very definite and serious interest, a type of job that is within their ability, and one on which they will be happy while working. Obtaining business training agencies is a part of the work of the teacher.

The DE class work, through its planned activities, helps the student change into a dependable, responsible, junior business employee by the comparatively painless method of correlation of experience on-the-job and classroom work.

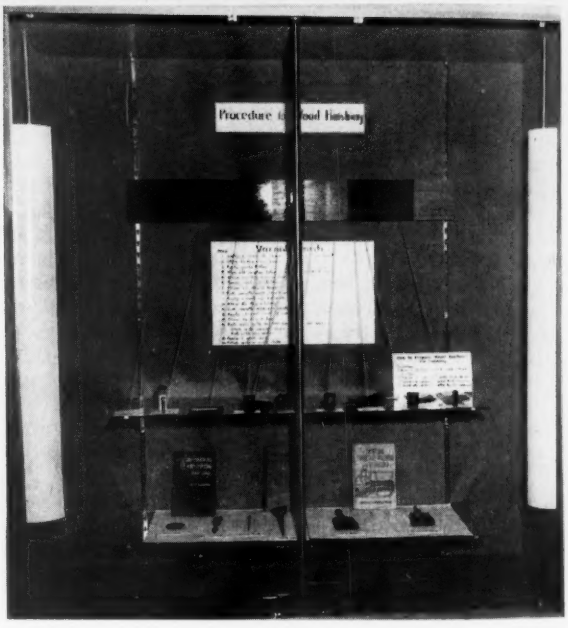
In the beginning days of the class a guidance-in-attitude job is done in the orientation study which is actually closely related to "selling." The

(Continued on page 32)

Sophia Masterson
Fulton High School
Knoxville, Tennessee

It Pays To Advertise

This new corridor display case is being used to advertise projects made in the metal shop, Thomas Jefferson Junior High, Cleveland, O. Note that operations involved are shown.



This built-in display case serves as a teaching aid in a woodworking shop in the Parma, O., high school. Adjustable shelving, fluorescent lighting, ample depth are important.

AT THE POSSIBLE RISK of overemphasizing the importance of selling industrial arts and shop "dress-up" in this series, here are additional ideas for advertising the good work you do in your classes.

For some reason, industrial arts teachers seem reluctant to put their best foot forward by showing the products resulting from their work. They may even neglect to carefully arrange areas when they are available. Perhaps they believe that a good teaching job is all that is necessary to arouse and retain pupil interest in industrial arts.

Industry, however, is firmly committed to advertising as important in selling products. The public is educated constantly on the importance and worth of special brands, makes, or machines and great sums are expended to keep pictures and displays of industry's products before the attention of the consumer.

Advertising our special type of education is, therefore, important. Display space is recommended as a means at hand for this purpose.

In most cases the display case is far more effective than words in building up interest in an area or subject. We must show what industrial arts has to offer in order to attract students. A display may be that visual aid which will convince them that industrial arts should be explored.

The most common display device is the display case. It is always good to locate the display case in what you consider to be the right spot. Frequently the right spot is in a corridor through which most of the school traffic passes. If a place isn't available in a main traffic corridor, a spot nearer the shop or shops is recommended. Least desirable for advertising is the case that is placed inside the shop. The purpose of such a case is for immediate class use to display models, mock-ups, and other educational projects related directly to the course of study. Display shelves could be just as appropriate if this latter purpose is the goal.

In sketch No. 1 the display case is in a metal shop and used primarily for specific classroom inspiration, although on school visitation nights it attracts considerable interest and attention. The dimensions are shown.

In sketch No. 2 the specifications and dimensions are planned for a secondary school now under construction. Drawings show these cases outside the shops and in one of the main corridors. Actually there are 2 cases consisting of 5 sections, one on each side of the entrance leading to the shop area. They are of good size and well lighted.

Sketch No. 3 shows a display case placed against a wall or partition. It has many advantages in that it can be moved to different locations where outlets are available for lighting. A case similar to this can also be built into the wall (and this is perhaps preferable). This is the type commonly used in existing

by Roy A. Radtke,
Director of Industrial Arts
Milwaukee, Wis., Public Schools
and Wm. R. Mason,
Supervisor of Industrial Arts,
Cleveland, Ohio, Public Schools

This is No. 10 in the current IAPPC series: Principles of Planning Industrial Arts Shops.

Special bulletin boards made exclusively to display safety posters and materials are a good idea. When the posters are changed regularly, such boards are silent, effective teachers in industrial arts shop.

shops where built-in cases were not provided.

A brief survey by the authors has determined that there is no such thing as a standard display case. This does not imply that standard cases are undesirable but it does indicate that many problems make it impossible to provide a standard size display case in older buildings. When cases are installed in new buildings they can not only be standardized but located desirably as well. In older buildings installations may have to be made to fit the situation. In one such school a section of built-in wall lockers was replaced by a display case built specifically to fit the space.

Proper lighting is a very important part of any display case. The fluorescent light is perhaps the most appropriate because it can be conveniently placed in the corners where it reflects to great advantage. Fixtures of this type can be found in most standard lighting catalogues.

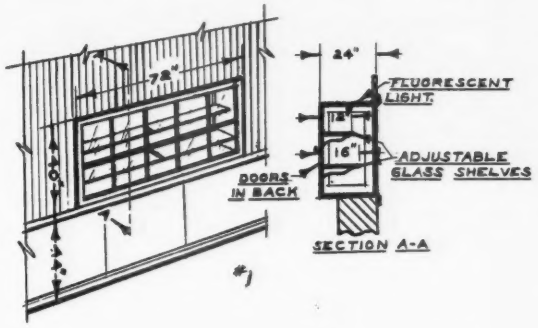
The display case is an asset to any industrial arts department. Wherever possible, it should be planned as a regular part of the installation. Make it large enough so that it can hold some of your better exhibit pieces. With modern lighting fixtures, it can be sufficiently attractive to capture the eyes of those for whom it is intended.

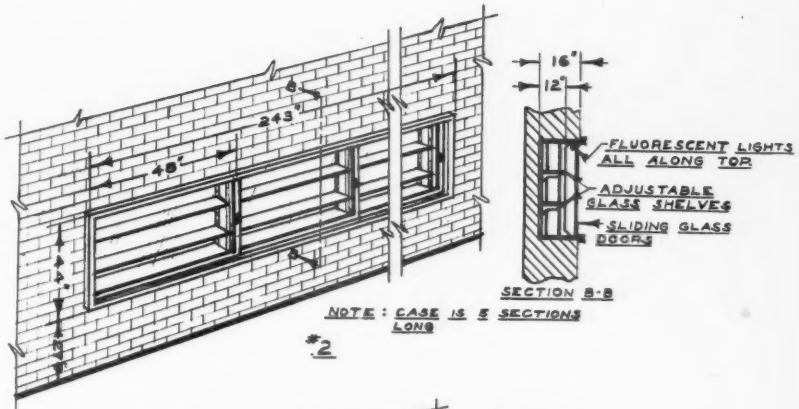
Models and projects may readily be shown within the shop area on special shelves designed for that purpose. Where wall space permits, shelves can be "built in." They should be designed on the basis of attracting attention. At the same time they must set off the articles on display. A section or two of the new hard peg board display material may be used to advantage. This material allows for considerable flexibility in designing as changing and relocating racks, holders, individual shelves, and special arrangements are possible. Hang or mount the peg boards so they may be removed from the wall or cabinet. This makes bracket and hanger changing much easier.

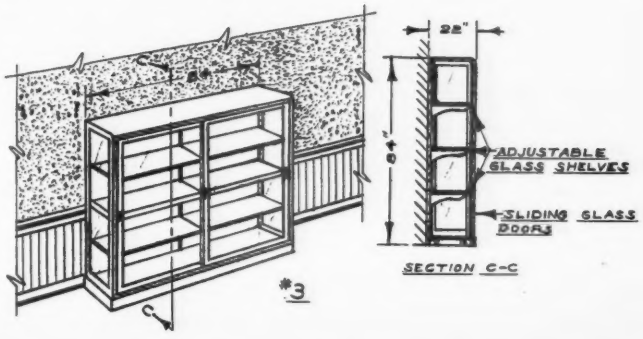
Where wall space is at a premium small auxiliary shelves and display racks may be built onto tool boards and cabinets. Work them into the pattern or plan of the tool panel carefully so that they appear to demonstrate what can be accomplished with the mounted tools. Remember that a few well made pieces, attractively displayed, are much more effective than a conglomeration of several dozen pieces.

For special shop visitation by faculty, students, or for open house, your shop area commonly reserved for assembly purposes may be used effectively for the display of larger pieces of furniture. Provisions should be made to show these to advantage, however, by surrounding them with a background of attractive screening materials such as lattice work, stage scenery, or drapes and curtains.

NOTE: THE AUTHORS GRATEFULLY ACKNOWLEDGE THE COOPERATION OF J. H. DETRICK, DIRECTOR OF INDUSTRIAL EDUCATION, PARMA, OHIO, PUBLIC SCHOOLS, IN THE PREPARATION OF THIS MATERIAL.







GM's New Automotive Training Program Opens in Detroit

Editor's Note: **The General Motors Corporation has announced that they will establish a network of Service Training Centers throughout the country to provide permanent facilities for the training of dealer mechanics and other dealer personnel. Each Center will be equipped with classrooms — [one for each of the 5 passenger Car Divisions, as well as the GMC Truck & Coach, Fisher Body and United Motors Service Divisions] an auditorium, a cafeteria, and complete mechanical facilities—in fact, everything necessary for the training of dealer personnel on a year-round basis.**

THE FIRST of the proposed chain of General Motors Service Training Centers was opened in Detroit on September 8, 1953. The Detroit Center, like the others to follow, will be used to keep mechanics employed by authorized General Motors dealers up-to-date on a systematic basis with improved service methods and technological advances such as vehicle air conditioning, power steering, power brakes and other recent GM product improvements.

With an unprecedented increase in the number of GM vehicles on the highways in recent years and a parallel expansion of dealer service facilities, the continuance of good service is a matter of prime importance.

The GM Divisions represented (namely Cadillac, Chevrolet, Buick, Oldsmobile, Pontiac, GMC Truck & Coach, Fisher Body and United Motors Service) will conduct their own training programs and offer the training most needed by their dealers' personnel. All trainees will learn by doing; and the programs will be designed to offer training on the live product, rather than a study of charts and blow-ups.

by L. A. Mitchell, Jr., Manager
Product Education and Training
General Motors Corporation

Large modern classrooms

Classrooms will be designed to allow a passenger car or truck to be driven in to the room. Each one will be equipped with the necessary tools, workbenches, and twin post hoists. In the case of Fisher Body, space will be available for several body shells.

Each Center will have a resident manager who will be responsible for coordinating all activities. Through the efforts of this person, GM hopes to be able to make arrangements for auto mechanics instructors and students to have the opportunity to attend some of these programs. The participation of instructors in this training will make it possible for them to keep up-to-date on new developments in the industry.

Publications

It is not believed, however, that Training Centers will automatically solve all problems facing the automobile industry. GM recognizes the continuing need to attract and prepare young men for the industry. In fact, they plan to be more active in this field than ever before. Material will be offered to young people interested in the retail automobile business, and a Counselor's Guide will aid those responsible for guidance in schools. Designed specifically for counselors, this publication will describe the opportunities in the automobile business today.

It is agreed that the *Standards for Automotive Service Instruction in Schools,* prepared by the Automotive Industry – Vocational Education Conference on Public School Automotive Instruction, are sound; and adherence to these suggestions is recommended.

"New blood" for service organizations

Automobile dealers repeatedly indicate their need for "new blood" in their service organizations. Today their need for young people trained in the fundamentals of auto mechanics is greater than ever. Industrialists have learned that they must take a high school graduate who is well grounded in fundamentals and make a specialist of him.

The fact that General Motors would invest millions of dollars in training facilities is tangible evidence of their confidence in the future. Studies based on population increases, disposable income, the increased number of households, and shifts of people from the cities to suburbs causes all automobile manufacturers to realize that the business is there and will be there for anyone who is able to deliver satisfaction to the customer.

Customer satisfaction guaranteed

Satisfaction in the automobile business is more than eye appeal, styling, or the latest engineering advances. It is satisfaction after purchase, or, making sure that customers get service from the product they buy. These Training Centers are GM's attempt, through the training of dealers' employees, to give the customer assurance that he will get what he pays for.

In the automobile business, it is definitely recognized that one solid basis for progress is the satisfied customer. Properly trained people help the dealer provide customer service.

Harlow H. Curtice, President of General Motors, clearly indicates his feelings about customers in the following statement:

"The good job we do for our customers is fundamental to all the progress we have ever made or can ever hope to make. We have a wonderful opportunity for constructive accomplishment, but we shall lose that opportunity—and deserve to lose it—if we fail to measure up to our obligation to our customers. It is our foremost responsibility. We must be guided by it in everything we do."

Distribution Depends on Display . . .

. . . so let's use it in the classroom!

by Jesse E. Powers
Area Supervisor
Distributive Education
Kent State University
Kent, Ohio

HOW DOES THE CLASSROOM TEACHER use audio visual aids?

This thought-provoking question was raised at a session during the 1953 AVA Convention. Panel members and audience participants felt that there is room for improvement in the use of visual aids by the classroom teacher in relation to: selection, preparation for use, and proper application to the learning situation.

Because of their simplicity, some nonprojection visual aids are fundamental teaching tools. Three that have great potential in classroom instruction are the chalkboard, the bulletin board, and the flannel board.

To emphasize the need for more teacher know-how in the selection, preparation, and use of visual aids, we refer to a recent study, *Teaching Difficulties of the Beginning Business Teacher* (Monograph 78, by John J. Gress, published by Southwestern Publishing Co., 1952). Two hundred business teachers were asked what visual aids they used in their teaching. In the order of frequency of use the chalkboard ranked 5th, with a frequency of 46 out of 200. The bulletin board ranked 12th with a frequency of 22 and the flannel board was not mentioned—although the use of cross word puzzles was mentioned by 5 teachers.

The same group listed "lack of knowledge of the use and preparation of visual aids" as difficulty number 3 under the use of teaching aids and techniques.

It is obvious, therefore, that assistance in the use of visual aids should be offered by teacher-training institutions, teacher trainers, and supervisors. This does not mean that the answer is in the aid itself, for no visual aid alone will teach. It appears, rather, that teachers need and should have more training in how to prepare and use visual aids effectively.

The Chalkboard

For hundreds of years the chalkboard has been a basic technique for classroom instruction. It is one of the oldest visual devices in use today. But today's teacher experiences varying degrees of difficulty in exploiting to the fullest extent its possibilities. Every teacher who wants to can acquire satisfactory chalkboard technique by following these rules:

Plan work in advance
Don't crowd the board
Use color
Use a pointer
Stand aside
Have everything ready
Keep the board clean

Be sure to plan chalkboard presentations ahead of time. Lack of planning, a common fault, results in a confused array of meaningless lines, drawings, and words.

Teachers often find it necessary to prepare large, complicated drawings. Less time is required for reproducing these drawings if a chalkboard stencil is prepared in advance, leaving the essential parts to be completed with colored chalk. To do this, select the drawings to be reproduced. Place the drawing in an opaque projector for projection on a large sheet of wrapping paper fixed to the wall or some flat surface. Trace the projected image in pencil, remove the tracing from the wall, and perforate its line with a tracing wheel. Be sure to have plenty of heavy cardboard backing under the tracing paper as the teeth of the wheel will cut through several layers of paper. Turn the paper over when this has been done and smooth or sand off paper projections on the back.

THE Star SALESPERSON SUGGESTS
RELATED MDSE
learn your "HAM & EGG" items
BETTER QUALITY
"TRADE UP" customer when possible
MORE OF SAME
"MULTIPLE SELLING" is a sales service
A SUBSTITUTE
don't lose a sale - suggest an alternate
NEW OR SPECIAL MDSE
Keep informed - tell the customer increase your sales
OHIO DISTRIBUTIVE EDUCATION SERVICE

An example of an effective visual aid for the DE classroom.

Jesse E. Powers, author, shows how to use the flannel board, a simple, effective non-projection visual aid, which has many possibilities for use by DE teachers.

The finished stencil is now ready to attach to the chalk board with scotch tape. Use a chalk bag or dusty eraser and pat the perforated lines. When the stencil is removed a dotted line of the drawing will remain on the chalkboard. Complete it with colored chalk for emphasis.

Every teacher can effectively use the chalkboard. Remember that if the teacher has taught—the student can perform.

The flannel board

The flannel board or flannel graph is one of the most effective nonprojection visual aids that is used least by high school teachers, although its origin dates back some 40 years.

A flannel board is exactly what the name implies—a board covered with cotton flannel which has a heavy nap or "fuzz." Cutouts, pictures, symbols, charts, and graphs are backed with nylon flocked strips or sandpaper and placed on the board with firm pressure. The backing material of these objects grips the flannel nap of the board and they adhere as though glued. Third dimension materials for store layout, store location and such can be used in this way for a dramatic presentation.

There is a difference between the flannel board and the felt board. Felt does not have the holding qualities found in flannel. Its matted surface does not hold flock or sandpaper-backed materials. Neither will wool flannel present a good holding surface.

The flannel board is a teaching tool that is a definite aid to learning. Thoroughly flexible, its contents can be changed at will and in accordance with needs. The job it does varies with objectives.

In the distributive education program the first flannel board presentation may well be in the form of lettered strips or symbols that follow the pattern of a flash card presentation. Later, picture symbols in color can be added. When organizing a flannel board presentation remember to keep it simple and make each step carry a brief message.

A simple but effective presentation is found in teaching the structural setup in principles of store organization. Lettered cutouts in color present the 3 or 4 major store divisions. Lettered strips as subheads show basic organization, major functions, and specific duties. The completed presentation will have the appearance of a flow chart. It is helpful to use the same color combination for all symbols applicable to each store division. This makes it easier to follow the flow of activities and organization.

As another example, the 4 steps of a sale can be compared to 4 links of a chain—the chain which links the customer and the salesperson. Place on the flannel board 4 cutout chain links. As each of the 4 sales steps is introduced place the first letter of the step within a link of the chain.

Store layout can be taught on the flannel board. Posterboard strips or colored felt strips about one-half inch wide are used for drawing a bird's eye view of the department. Counters, selling areas and equipment are shown in this way and different colors are employed for contrast.

The flannel board is versatile—it can be used for basic presentation, for drill work, or for review. Its flexibility depends on the imagination of the teacher.

The activity involved in using the flannel board attracts attention and stimulates interest. It is not costly because the first expenditure of the teacher's time in preparing the material is the last. It stands up against hard use and is not damaged easily.

It's a major teaching tool that every teacher should use!

A flannel board presentation like this one on "selling" is an aid to learning in the DE classroom. Easy to make and use.

IAPPC CABINET REPORT

IAPPC Cabinet Members, l. to r.: Stanley J. Pawelek, Ivan Hostetler, Merrill C. Hamburg, R. Lee Hornbake, M. D. Mobley, Shriver L. Coover, John R. Ludington, G. Harold Silvius and Dwight A. Fowler, in session at the AVA headquarters offices.

THE ANNUAL MID-YEAR MEETING of the Industrial Arts Policies and Planning Committee cabinet was held in the headquarters of the American Vocational Association in Washington, D. C. on March 1 and 2, 1954.

This was the first meeting of the cabinet as constituted by the new *Operating Policies* adopted by the Industrial Arts Education Division at the Chicago AVA Convention in December, 1953.

The following were in attendance:

SHRIVER L. COOVER, President, Industrial Arts Division, AVA
G. HAROLD SILVIUS, Vice President, Industrial Arts Division, AVA
DWIGHT A. FOWLER, Secretary-Treasurer, Industrial Arts Division, AVA
IVAN HOSTETLER, Cabinet Member
R. LEE HORNBAKE, Chairman, Editorial Committee, Industrial Arts Division.
MERRILL C. HAMBURG, Cabinet Member
JOHN R. LUDINGTON, U. S. Office of Education, Ex Officio
M. D. MOBLEY, Executive Secretary, AVA, Ex Officio
STANLEY J. PAWELEK, IAPPC Ex Officio

The meeting was called to order at 9:00 a. m. by Dr. Coover who welcomed the group and thanked them for their willingness to give so freely of their time and energy to the service of the division. He introduced Dr. Mobley who welcomed the cabinet to AVA headquarters and made the facilities of his office available to them for the duration of the meeting.

Plans for the industrial arts program were discussed and times and dates were tentatively set for proposed meetings so as to dovetail into the over-all program of the San Francisco convention.

Dr. Coover asked for suggestions as to trends and conditions affecting industrial arts education that might well be considered in planning the industrial arts program.

Dr. Hornbake felt that the "growth in population," "shifts in population," "occupational changes," "military service," and "constant technical changes," were types of situations and conditions that must be evaluated in terms of their effect on our school programs.

Dr. Ludington called attention to the tremendous growth of the junior high school movement across the country and the need for increased attention to the training of teachers for these schools. The need for greater holding power as evidenced by the great number of industrial arts teachers leaving the field each year for other employment was also discussed as a possible topic, hoping that somehow, somewhere, someone would come up with some answers.

"Girls in Industrial Arts" was another topic suggested for a future program. Industrial arts teachers generally agree that "industrial arts is an integral part of general education for all youth," (and that includes girls) but few have done anything about it. Many schools are now considering special courses in industrial arts for girls and corresponding special courses in homemaking for boys. Possibly the industrial arts people should set up some recommendations rather than leave the final decisions to administration.

Considerable time was spent on the problems of membership. It was agreed that the way to increased membership is through increased service to classroom teachers.

A committee, headed by Dr. John Jarvis of Stout Institute, was appointed to promote student membership on a national scale, and to encourage within the teacher-training institutions an increased emphasis on the responsibility of the individual teacher to his profession and his professional organizations.

Dr. Joseph Schad of Virginia Polytechnic Institute of Blacksburg, Virginia, was appointed to head a committee which will investigate the problem of tying together the efforts of the local, district, state, and regional associations interested in industrial arts education.

Dr. Hornbake, Chairman of the Editorial Committee, reported on the series of articles on shop planning prepared under the direction of William R. Mason, Cleveland, Ohio, that have been appearing in the Journal. These articles will run through the September issue. Dr. Hornbake has arranged for 3 additional articles of general interest to industrial arts teachers to be scheduled for remaining 1954 issues of the Journal.

Because of the great interest that the school shop planning series has aroused, it was decided to reproduce these articles in bulletin form.

Mr. Hamburg was appointed to head a committee that will investigate the advisability of obtaining funds to be used as a revolving fund for future publications.

Dr. Mobley reviewed the AVA insurance plan for members and explained that letters of explanation and a brochure will be sent out to the entire membership.

by Merrill C. Hamburg
Supervisor of Industrial Arts Education
Detroit Public Cchools

Excerpts and Quotations

(*Continued from page 3*)

"It is not essential, of course, that all persons of high mental ability should go through the process of formal higher education. Those who do not, however, should be identified and given an opportunity in other ways to reach their greatest potential. This is particularly true of persons with great mechanical ability or whose inventiveness would enable them to make a marked contribution to technological or industrial development."

* * *

"Our experience in the expansion of machine tool and aircraft production in World War II and in the Korean defense buildup gave an indication of the critical shortage of skilled mechanics which would occur in the event of a full emergency.

"The real possibility of the loss of some of our industrial cities through attack with the attendant obliteration of certain key facilities and their trained manpower confronts us with a challenge we have not had to meet in the past."

* * *

"The growth in the number of American men and women having highly specialized skills is one of the most notable developments of the last 50 years. . . .

"Employment in skilled trades has also increased substantially in recent years—amounting to 14 per cent of all employed workers in 1953. The increase in the 1940-50 decade was about 50 per cent—double the average for all occupations. The relative losses sustained by the skilled trades in earlier years, resulting from the introduction of mechanization in some industries and the breaking down of skilled trades into a series of simpler tasks easily mastered by untrained workers in other industries have been offset in more recent years by the growing importance of the skilled repair, maintenance, and installation occupations."

* * *

"Although the informal training of workers in the skilled crafts is an important contribution to the manpower resources of the nation, it tends to produce workers without the fully developed skills necessary for rapid expansion of defense industries. Workers having skill in only selected elements of a skilled trade may function with efficiency in a relatively stabilized type of production, but they do not provide the broad skill base necessary for rapid conversion to new products required for mobilization."

* * *

"Modern farm technology, however, requires a higher degree of ability and operating skill even though the total number of workers needed is gradually decreasing. . . ."

Editor's Note: The quotations from the address of Mr. Steinkraus and the report of Dr Flemming would lead us to believe that it is not only unsound but unsafe to jeopardize the future effectiveness of vocational education—as would be done if federal funds are eliminated. We need more instead of less vocational education.

EXCERPTS FROM MICHAEL PACA'S COLUMN, *FROM WASHINGTON*, IN THE MARCH, 1954 ISSUE OF SCHOOL SHOP (page 40).

". . . As sent by the President to Congress, the budget for 1955 does right well for the Office of Education as a whole. It asks for an increase of 7 percent for salaries and expenses. If granted by Congress, the increase would be used for improving statistical services and the quality of publications—and vocational educators would welcome both.

"But a closer look at the figures shows some disturbing signs. The only division to suffer a cut in its salaries and expenses, if Congress agrees with the President, is vocational education. Even more unkind is the cut proposed in the George-Barden funds to be distributed to the states. Last year the sum available was $18,700,000. In 1954-55 this sum is to be cut by $1,173,700. Here is a proposed loss of 6.4 percent. It is to be spread according to the federal budget, as follows: vocational agriculture is to lose (in round figures) $455,000; home economics, $360,000; and trade and industrial education, $358,000. But all this depends on what Congress does about the recommendations.

"More Cuts Later.—What do the recommendations mean? Are they simply temporary shavings off the budget to appease those who have been demanding economy? Will the cuts be restored next year? Quite the contrary is true. The cuts will be sharper next year and still sharper the year after that. This is on the authority of the President himself. In his Budget Message to Congress the President said: 'This budget marks the beginning of a movement to shift to state and local governments and to private enterprise federal activities which can be more appropriately and more efficiently carried on that way. Certain agricultural activities and some aspects of our health, education, and welfare programs are examples of this type of action.' . . ."

Prescription for Good Citizens

(*Continued from page 25*)

word selling is used because it means just that—"selling" in terms of convincing students of these things to the extent they will accept them, understand them, and practice them:

1. D E offers a "special opportunity." The class is limited in numbers. They have been selected for it. Business training agencies have accepted them and are giving them special opportunities for training. They are given special considerations in scheduling at school and in activities there.

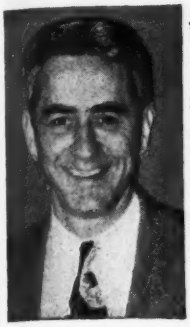
2. "Special opportunities" carry responsibilities—to self, to school, to family, to employer in attitude, dependability, work accomplished and in professional ethics.

The Fulton High DE teacher-coordinator has been well paid for this work, not always in dollars and cents but in a combination of dollars and personal satisfactions not readily converted to a dollar sign. These satisfactions gained are the result of combined efforts of students and teacher and are individual and personal. Each student will have made progress in developing abilities—some, more progress than others. The personal satisfaction-check is rated high in value when the teacher can see development in: social and leadership ability; a feeling of confidence and independence; a sense of true moral values; understanding and appreciation of what business is all about; a well adjusted student and part-time employee; earned praises, raises or promotions; and upon graduation, a successful full time employee who has earned his place in a distributive business.

The greatest satisfaction comes from the knowledge that these are a part of that over-all school philosophy of developing good citizens.

PERSONALS

Albert E. Jochen To Head New Jersey Program



Dr. Albert E. Jochen, Director, Middlesex County, N. J., Vocational and Technical High Schools, has been appointed to succeed John A. McCarthy as New Jersey's Assistant Commissioner of Education in charge of the Vocational Division, by Dr. Frederick Raubinger, State Commissioner of Education.

Dr. Jochen, who officially enters his new office April 16, has had 25 years of experience in vocational education as a teacher of both day and evening classes, war production training supervisor, principal, Assistant Director, and Director of the Middlesex County system that serves 25 school districts and includes a day enrollment of 1,066 and an evening and apprentice enrollment of 4,000. Located in the center of the state, the Middlesex County Vocational and Technical High Schools serve one of the most highly industrial areas in New Jersey.

Co-author of 2 texts for vocational education and the author of many articles for trade and professional journals, Dr. Jochen received his doctorate from Rutgers University in 1947. He has served as an instructor at Rutgers in the graduate school as well as in the Industrial and Labor Relations School at Cornell University. He will teach at Bradley University, Peoria, Ill., this summer.

Dr. Jochen is a Past President of the National Council of Local Administrators and Practical Arts Education, the New Jersey Council of Local Administrators of Vocational and Practical Arts Education, the New Jersey Section of the AVA, the New Jersey Vocational and Arts Association, and Epsilon Pi Tau (Rutgers chapter). He is a charter member of Phi Delta Kappa at Rutgers and serves currently as Chairman of the AVA Membership Committee.

● **Harold M. Ostrem,** Minnesota Assistant State Director of Vocational Education, has been appointed Director of Vocational and Adult Education for the St. Paul, Minnesota, city school system.

Mr. Ostrem, in his new position, will direct the program of the St. Paul Girls' Vocational School, the Boys' Vocational School, adult and trade classes, and allied activities.

A member of the Minnesota Commission on Higher and Vocational Education, Mr. Ostrem also served as a member of the subcommittee that prepared the Minnesota publication, *Moving Forward with Vocational Education.*

He has been in the state vocational department for the past 5 years. Previously, he served for 12 years as Director of Vocational and Adult Education in Mankato, Minnesota. In 1951, he served as General Chairman of the national AVA convention in Minneapolis.

Eugene Fink Retires

Eugene D. Fink, New York State Bureau of Vocational Curriculum Development and Industrial Teacher Training, retired from his duties in this capacity on March 1.

In reporting Mr. Fink's retirement, VIEWPOINT, publication of the New York State Vocational and Practical Arts Association, said:

"Unlike many celebrated vocational educators, Mr. Fink's services and contributions continued on the eve of his retirement, in an unbroken line of accomplishments which reflect wise decision and maximum utilization of human resources to serve youth and mankind."

Born in Gypsum, Kansas, in 1888, Mr. Fink earned his BS at Union College in 1909; and his MA at New York University in 1933. He continued his studies at the University of Wisconsin and Cornell.

As one of the early leaders in vocational education he taught "shop-work" in Schenectady from 1911 to 1913 and then advanced to the position of Director of Vocational Education and Evening Schools in that city. He continued in this capacity until 1920 when he became Supervisor of Industrial Education for the New York State Education Department. For a 9-month period in 1919 he served on the Federal Board for Vocational Education, Division of Rehabilitation, as vocational advisor.

As vocational education continued to serve more and more youth and adults, the New York State Bureau of Industrial and Technical Education expanded in the early forties into the Division of Industrial Education with a separate Bureau of Industrial Teaching Training. Mr. Fink was promoted in October, 1947 to the position of Acting Bureau Chief and in 1949 he was named Chief.

The lasting contributions of Gene Fink were listed by VIEWPOINT in these 4 major categories: industrial teacher training, vocational curriculum development, New York State Vocational and Practical Arts Association activities; and emergency training.

Walter F. Shaw Retires

Dr. Walter F. Shaw, who has served for 11 years as Program Specialist, Distributive Education, North Atlantic Region, for the Vocational Division, U. S. Office of Education, officially retired on February 28. Dr. Shaw, who holds A.B. and A.M. degrees from Ohio Wesleyan University and a Doctor's degree from Gooding College, served earlier in his career and successively as a high school principal, city school superintendent, state high school inspector, and college president.

With the passage of the Smith-Hughes Act, Dr. Shaw became the first Director of Vocational Education in Ohio.

Dr. Shaw was actively engaged in trade association work for 10 years as Assistant Secretary and Trade Promotion Manager, National Lumber Manufacturers Association. He is the author of numerous articles and bulletins dealing with problems in sales management, market surveys, advertising techniques, industrial research, and merchandising. Until June, 1954, he will remain on the U. S. Office staff in order to complete a special assignment.

Frank Huffaker

William Franklin Huffaker, 50, Director of Vocational Education in Chattanooga, Tennessee, and past President (1950) of the National Council of Local Administrators of Vocational Education and Practical Arts, died in his sleep at his home, March 3.

Mr. Huffaker, who had been in his office and had attended two educational conferences the day before his death, was the first southerner to head the National Council. A native of Dalton, Ga., he had also served NCLAVE as a member of the Executive Committee since 1943, its secretary for 3 years, and its vice president and program chairman in 1949.

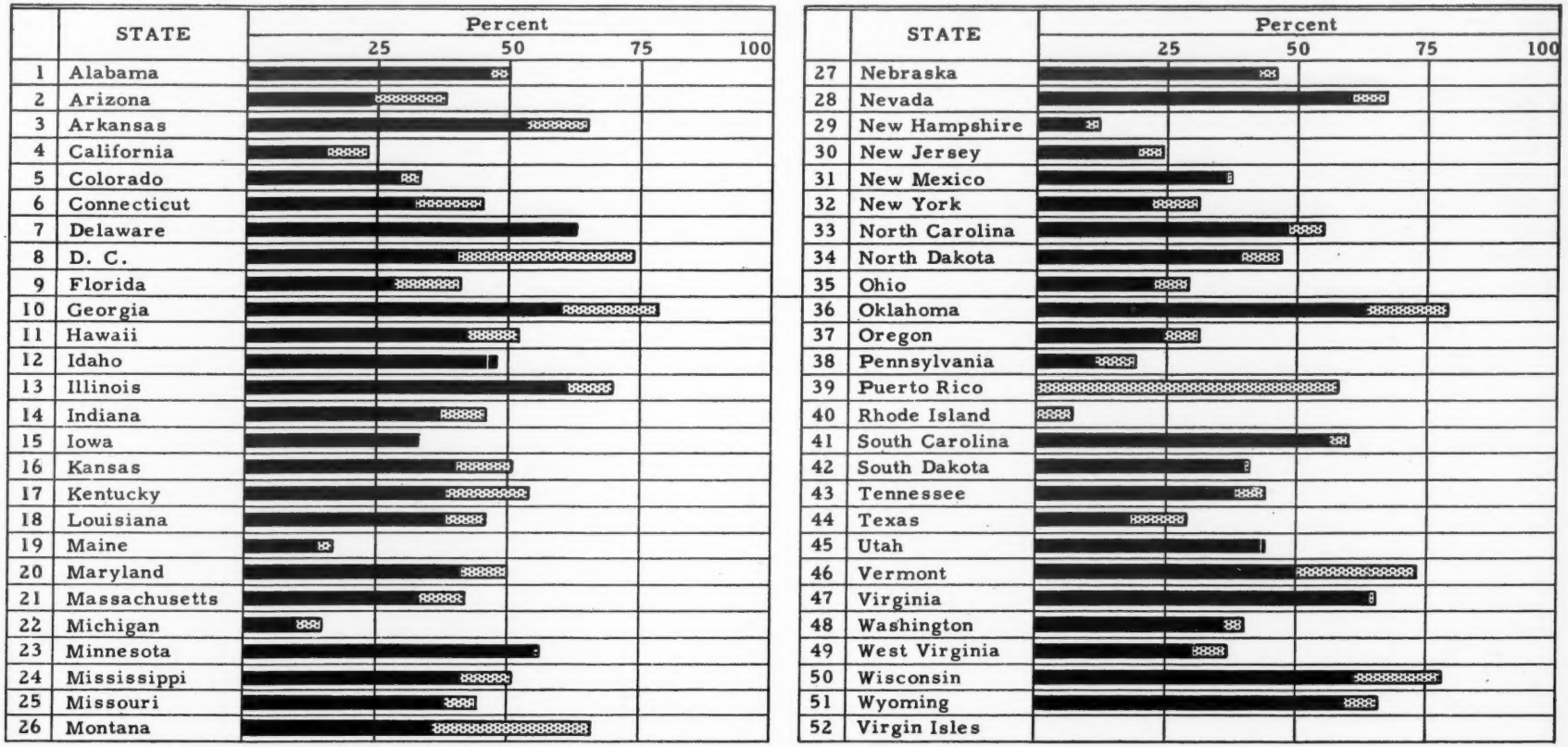
Chattanooga's Superintendent of Schools L. G. Derthick issued a statement saying:

"Frank Huffaker was a pillar in the Chattanooga school system. No member of the staff had a greater spirit of dedication and consecration to duty. He was not only equipped by a rich background of training and experience for the department of vocational education which he headed but also was unusually gifted in human relations and morale-building qualities. His loss is a serious and shocking one for the public schools and a deep personal bereavement for all of us because he was so sincerely beloved."

After 6 years of teaching in Spring Place, Ga., Mr. Huffaker because associated with the Chattanooga school system in 1927 as a teacher at the East Lake Junior High School. He taught at Kirkman Vocational High School from 1938-1943 when he became its principal. He was appointed head of Chattanooga's vocational system in 1949.

A. V. A. MEMBERSHIP GRAPH SHOWING MEMBERSHIP STATUS BY STATES AS OF MARCH 1, 1954

(Graph shows paid-up membership, and membership goal on a percentage basis in terms of potential)



LEGEND: 100% = Total (professional personnel) potential membership.

Percent of paid-up membership to date in terms of potential.

Membership goal percentage yet to be achieved beyond paid-up membership.

States which have exceeded the goal.

Remaining potential percentage of membership beyond paid-up membership or goal percentages.

States were assigned 1954 membership goals on the basis of 1953 membership. Potential membership figures were also assigned. States with 1953 membership of less than 25% of potential membership were assigned a 1954 goal increase of 20%; with 15% increase for states with 26% to 50% of potential; 10% increase for states with 51% to 75% of potential; and 5% increase for states above 75%.

Association NEWS and NOTES

HATS OFF TO 4 STATES

AVA takes hats off to Idaho, Iowa, Utah and Delaware—the first 4 states to go over the top in membership quotas for 1954!

The AVA Executive Committee, during the 1953 Chicago Convention, worked out '54 membership quotas for each state. Idaho, Iowa, Utah, and Delaware have already surpassed their respective goals so we doff our caps and remind the rest to—"Let's go, AVA!"

● **William A. Roberts,** President of the Allis-Chalmers Manufacturing Co., Milwaukee, Wis., has been named to serve as 1954-55 Chairman of the Sponsoring Committee for the **Future Farmers of America Foundation, Inc.**

The Sponsoring Committee is composed of donors to the Foundation. Its primary purpose is to solicit contributions from business and industrial firms, organizations, and persons to provide funds for the Foundation's awards program.

• • •

● Dr. William J. Micheels, Professor of Industrial Education, University of Minnesota; Glen Massman, Executive Secretary, Foreman's Club of Dayton, Ohio; and Arthur Rau, Manager, Drafting, Engineering Services Division, General Electric Company; were featured speakers at the 1954 Annual Convention of the **Indiana Industrial Education Association,** French Lick, March 25-27.

• • •

● Newly appointed assistant to E. B. Whitten, Executive Director of the National Rehabilitation Association, is Alvin D. Puth, native of New Jersey, graduate of the College of William and Mary, and specialist in clinical psychology. Mr. Puth assumed the duties of Assistant Director on February 2.

• • •

● A 6-month extension of the life of the Commission on Intergovernmental Relations was unanimously voted February 26 by the House of Representatives.

Senator Homer Ferguson, chairman of the majority Policy Committee, is handling the legislation in the Senate, where similar action is expected momentarily.

Existing legislation provided for interim reports whenever they are ready, and a final report by March 1, 1954.

The new measure would extend the life of the Commission from September 1, 1954, to March 1, 1955, with a final report due on or before that date.

Two additional states have been included in the Commission's study to determine the overall impact of Federal aid programs at the state and local levels of government. They are South Carolina and Connecticut.

The survey in South Carolina will be conducted by Government Affairs Institute of Washington, D. C., and in Connecticut by Griffenhagen and Associates of Chicago. States already being examined are Kansas, Wyoming, Michigan, Mississippi and Washington.

● State supervisors of trade and industrial education and directors of vocational schools from 11 states attended the Pacific Regional Conference on Trade and Industrial Education, conducted at the Phoenix, Arizona, Technical School, March 1-4.

Speakers included William G. Flannery, Colorado State Supervisor of T & I; Lyle Roeseler, Helena, Montana, who discussed T & I programs for smaller communities; Elmer H. Halstead, Salem, Ore.; Von H. Robertson, Salt Lake City, Utah; Francis C. Osborn, Flagstaff, Arizona; and Herman N. Miller, Olympia, Washington.

Representing the U. S. Office of Education at the conference were Howard Hogan, Consultant, Employe-Employer Relations; James W. Kelly, Program Specialist for Trade and Industrial Education; and Allen Hamilton, Specialist, Trade and Industrial Education.

• • •

● James P. Mitchell Day was launched in Elizabeth, N. Y., when the U. S. Secretary of Labor, first native of the city to be named to a cabinet post, toured his "hometown."

Mr. Mitchell visited several schools and stopped for ceremonies and luncheon at the Thomas A. Edison Vocational and Technical High School. He was greeted by Principal Samuel J. Martin and Vice Principal Mrs. Mildred B. DeMarco; and welcomed by Student Council President Stanley Turon; Senior Class President Joseph Jones; Anita Cesario; and Joan Pennica. In an address to the faculty and student body, Mr. Mitchell emphasized the close relationship between the worker and industry. He told his listeners to do the job at hand well, and the next step, he said, will take care of itself.

Commercial foods student s prepared the luncheon.

AVA Sustaining Members

Vocational Industrial Club of Ohio
497 East Town Street
Columbus 15, Ohio

Macomber Vocational High School
15th and Monroe Streets
Toledo 6, Ohio

Carl J. Schwarzer, President
Carpenters District Council
1248 Walnut Avenue
Cleveland, Ohio

Plumbers Joint Apprentice Committee
Stephen Wiemels, Secretary
16419 Lorain Avenue
Cleveland, Ohio

Electricians Local No. 38, IBEW
3043 Superior Avenue
Cleveland, Ohio

Heating, Piping and Air Condition Contractors
James J. Livingston, Secretary
1900 Euclid Bldg.
Cleveland, Ohio

Painters Joint Apprentice Committee
Erdman Hal, Chairman
1332 W. 117th Street
Lakewood, Ohio

Ohio Rural Electric Cooperatives, Inc.
W. E. Stuckey
4302 Indianola Avenue
Columbus, Ohio

C. J. Schollenberger
Director of Training
Dan River Mills, Inc.
Dan River, Va.

Central High School
3520 Central Parkway
Cincinnati 25, O.

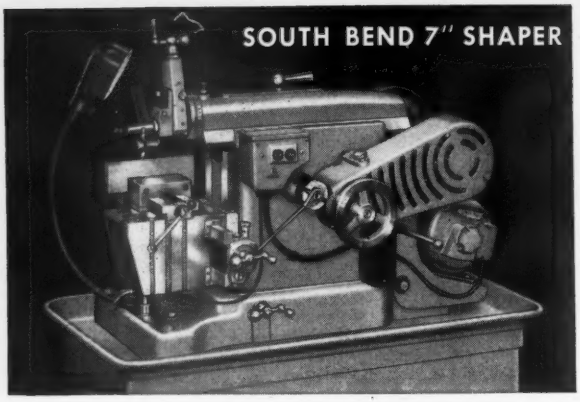
Omicron Chapter
Iota Lambda Sigma
1636 Mears Ave.,
Cincinnati 30, O.

Whitney Vocational High School
16th At Washington
Toledo, O.

● AVA Executive Secretary Dr. M. D. Mobley was guest speaker at the 1954 annual luncheon meeting of the **South Carolina Vocational Association,** Columbia, March 24. The city's Mayor, J. Macfie Anderson extended greetings and guests were introduced by SCVA President H. E. McCracken. Divisional meetings convened in the afternoon.

Delegates to the 1954 AVA Convention, December 2-7, will be intrigued with San Francisco's famous cable car on Nob Hill. In the background: 'Frisco-Oakland Bay Bridge.

with 1953 membership of less than 25% of potential: membership were assigned a 1954 goal increase of 20%; with 15% increase for states with 26% to 50% of potential; 10% increase for states with 51% to 75% of potential; and 5% increase for states above 75%.



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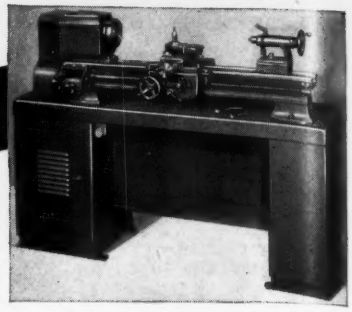

IT'S BIG...

With 12" swing, 1" collet capacity, 1⅜" spindle hole, and 35" center distances this newest Logan handles most lathe work.

IT'S RUGGED...

Heavy headstock, massive spindle and rugged construction throughout make it a lathe of precision, stability and power.

IT'S VERSATILE...

Hogs out heavy cuts smoothly. Equally effective in high speed production and second operation work. Sustained accuracy at all spindle speeds (38 to 1260 rpm) is inherent in the ball bearing spindle mounting. Features like extra, large compound and cross feed dials adapt it to exacting tool room operations. Durable construction and enclosed design are important advantages in the school shop.

IT'S ACCURATE...

Wide-spaced, oversize ball bearing spindle mounting means *sustained* accuracy. Total spindle run-out, 12" from bearing is less than .0005". 6¹⁵⁄₁₆" wide bed is heavily ribbed for rigidity. 2 V-ways and 2 flat ways precision ground to within .0005". Large dials on new carriage permit accurate readings. Precision built throughout.

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No spindle adjustment for any speed from 38 to 1260 rpm. Dials are easy to read, controls easily accessible. Outboard drive simplifies belt adjustment. New operators quickly master it.

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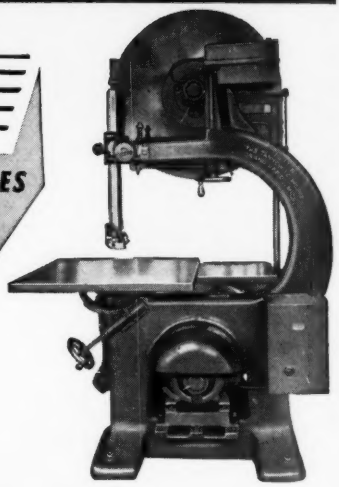

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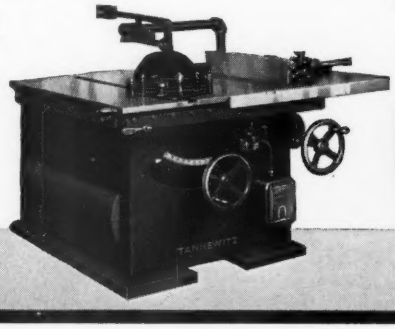

ARBOR YOKE

GL-6-1729

The TANNEWITZ WORKS
GRAND RAPIDS, MICHIGAN

From the Office of Education

The N. Atlantic Regional Conference on Distributive Education was held in New York City, Feb. 15-18. The group approved the final report of the Committee on a Basic Program for Distributive Education that was presented by Chairman James A. Dorsey of Connecticut. Consultants at the conference were Kathryn Bruce, National Restaurant Association; Mrs. Dorothy Burgess, The Wool Bureau; Carolyn Boyer, American Viscose Co.; J. M. Wilson, Jr., Employee Relations Dept., E. I. duPont de Nemours Co.; L. T. White, National Sales Executives; Loyal Odhner, Pennsylvania Chain Store Council; and Mrs. Henrietta Rabe, Bureau of Adult Education, New York.

• • •

W. N. Elam, Program Specialist for Agricultural Education, conducted the regional conference for state supervisors and Negro teacher trainers of agricultural education from 17 states at Howard University, Wash., D.C., February 22-26. Theme was the improvement of teaching in all-day classes of vocational agriculture. Guest speakers included Dr. S. M. Brownell, U.S. Commissioner of Education, and Dr. Carsie Hammonds, University of Kentucky. The conference was attended by 40 Negro supervisors and teacher trainers, and 12 state supervisors of agricultural education.

• • •

A representative of the Office of the Quartermaster General conferred with members of the staff of the Vocational Division to plan a procedure by which a student from a food trade school, when called into the Army, may be more certain of finding an assignment which will further his career in foods. The conference was attended by Louise Moore, Edward Ludtke, Walter Cooper, and John Pope.

• • •

The N. Atlantic Regional Conference in Home Economics Education met in New York City, March 22-26. Approximately 100 home economics education workers gave attention to problems related to the general theme, *Strengthening the Home Economics Education Program through Better Supervision*. General sessions and group discussions centered on improving supervisory practices, strengthening teacher education at both pre-service and in-service levels, and using TV as a means of edueation. Margaret Alexander, Home Economics Program Specialist for the N. Atlantic Region, was in charge of the conference. Berenice Mallory and Mildred Huber assisted.

• • •

W. T. Spanton and H. B. Swanson of the Agricultural Education Branch, and S. M. Ransopher of the T and I Branch attended the White House Conference on Highway Safety, held in Washington, D. C., during February. Dr. Spanton addressed the conference's agricultural group on *The Place of Youth Groups in Rural Highway Safety*.

• • •

E. J. Johnson of the Agricultural Education Branch served as a counselor in the "Young Outdoor Americans" conference held in Chicago during March. The conference, sponsored by the Isaak Walton League, had *Building A Better Outdoor America* as a theme. David Boyne, national FFA president, was one of the speakers on the program.

Spring field work of Rua Van Horn, Home Economics Program Specialist for the Pacific Region, will take her to Alaska for several weeks where she will assist officials in the Territorial Department of Education with problems of organizing a vocational program in home economics.

• • •

Louise Moore, T and I Specialist for Girls and Women, has been cooperating with the Women's Bureau of the Labor Department by compiling information on women enrolled in trade and industrial classes. This information is included in the biennial publication, *Handbook of Facts on Women Workers*, available from the Women's Bureau.

• • •

Silas M. Ransopher represented the Office of Education at the Twentieth National Conference on Labor Legislation called by the Department of Labor, February 24-26, and attended by representatives of 41 states, Alaska, and Puerto Rico.

• • •

Under the leadership of Beulah I. Coon, Specialist for Research in Home Economics Education, leaders in institutions with doctoral programs for home economists in education and/or home economics education met in Washington, D.C., April 6-9.

• • •

We're Sorry

In the March JOURNAL, two authors were erroneously identified. We sincerely beg the pardon of Mrs. Jane J. Vogeley, Assistant Professor of Distributive Education, Richmond Professional Institute, Richmond, Va., and E. R. Hoskins, Professor of Rural Education, Cornell University, Ithaca, N.Y.

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Construction kits are available for motors with the following ratings:

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GENERAL ELECTRIC

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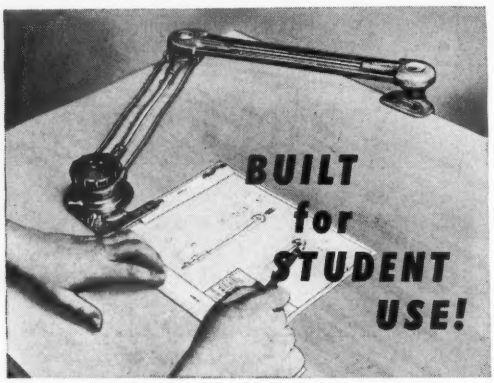

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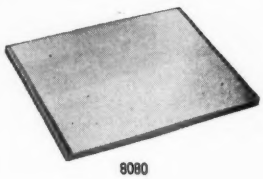

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Books *and Bulletins*

PAMPHLETS

Speak Better, Write Better English, by Horace Coon. New American Library of World Literature, Inc., 501 Madison Ave., New York 22, N. Y., 1954. 167 pages, 25 cents.

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This We Believe About Education, NAM Education Advisory Committee and Educational Advisory Council. National Association of Manufacturers, 14 W. 49th St., New York 20, N. Y., 1954. 32 pages.

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Invitation to Youth—Careers in Life Insurance. Educational Division, Institute of Life Insurance, 488 Madison Ave., New York 22, N. Y., 1954. 32 pages.

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Let's Go to Press, A Guide to Better News Reporting. National School Public Relations Association, 1201 - 16th St., N. W., Washington 6, D. C., 1954. 48 pages, $1.00.

AGRICULTURAL EDUCATION

The following publications and film strips are available from the Coordinator's Office, Division of Agricultural Engineering, University of Georgia, Athens, Ga. A 20 per cent discount is offered on orders for 10 or more publications. Discounts on filmstrips are as follows: 10 to 25, 10 per cent; 26 to 49, 15 per cent; 50 to 100, 20 per cent; and 101 or more, 25 per cent.

Understanding Electrical Terms. 4-colors, 16 pages, illustrated. 25 cents.

Computing the Cost of Electrical Service. 20 pages, illustrated, 25 cents.

Planning the Farm Home Wiring System. 32 pages, illustrated. 40 cents.

Maintaining the Farm Wiring and Lighting System. 48 pages, illustrated. 45 cents.

Selecting Farm Electric Motors, Controls and Drives. 36 pages, illustrated. 50 cents.

Selecting Farm Electric Motors, Controls and Drives. 35mm., color. $5.50.

HOME ECONOMICS

Food Selection and Preparation, by Marion Deyoe Sweetman and Ingeborg MacKellar. John Wiley & Sons, 440 Fourth Ave., New York 16, N. Y., 1954. 645 pages, $6.50.

How to choose foods wisely for effective use is covered in this thorough treatment of scientific findings.

• • •

Making Clothes for your Little Girl, by Helen Nicol Tanous. Chas. A. Bennett Co., Peoria 3, Ill., 1954. 255 pages, $2.95.

The basic dress pattern is clearly explained and illustrated in this book of ideas for selecting, planning and fitting clothes for children.

• • •

Homemaking Education in the High School, by Maude Williamson and Mary S. Lyle. Appleton-Century-Crofts, Inc., 35 W. 32nd St., New York 1, N. Y., 1954. 423 pages, $3.75.

This third edition, planned for student teachers and teachers young in experience gives full consideration to the added responsibilities of the profession as well as the changes that have occurred in family life and education.

INDUSTRIAL ARTS

Drawing, Sketching, and Blueprint Reading, by Shriver L. Coover. McGraw-Hill Book Co., 330 W. 42nd St., New York 36, N. Y., 1954. 377 pages, $3.95.

The first 3 sections of this new, functional text by AVA's Vice President for Industrial Arts Dr. Shriver L. Coover, may be covered in junior high school. The remaining 3 may be advanced to the interest and abilities of senior high students.

Dr. Coover, who treats drawing as a communications subject, presents it as a living language. His text encourages the student to do his own planning while it provides real projects and emphasizes the use of blueprint reading. Instruction in drawing machine parts is included.

A correlated list of visual aids, occupational information, and a section on useful information for draftsmen are additional features. A total of 540 illustrations include 498 original drawings by the author and 42 photographs.

• • •

Metalwork for Students, by R. Marriott. St. Martin's Press, Inc., 103 Park Ave., New York 17, N. Y., 1954. 222 pages, $2.50.

Prepared for metalwork students in Great Britain, this book is the result of considerable experience in teaching technical subjects.

• • •

Graphic Architectural Drafting, by J. Edgar Ray. McKnight and McKnight, Bloomington, Ill., 1954. 256 pages, $4.80.

Planned to prove helpful in developing an appreciation of architectural styling, mechanical insight, and architectural drafting skill, this book, through a series of drawings in the form of sketches, isometrics, perspectives, and working drawings, covers in detail the methods of construction and assembly.

TRADE AND INDUSTRIAL

Patternmaking and Founding, by Robert E. Smith. McKnight and McKnight Publishing Co., Market and Center Sts., Bloomington, Ill., 1954. 111 pages, $1.00.

The units discussed in this book cover a wide range of activities that directly or indirectly engage the services of a million of more workers.

• • •

Jet Aircraft Simplified, by Charles Edward Chapel. Aero Publishers, Inc., 2162 Sunset Blvd., Los Angeles 26, Calif., 1954. 176 pages, $3.75.

This book explains in step-by-step fashion, the basic principles and practical applications of the jet propulsion of aircraft. It has been approved by U. S. manufacturers of jet engines and jet aircraft as well as the Armed Forces.

• • •

How to Use Meters, by John F. Rider. John F. Rider Publisher, Inc., 480 Canal St., New York 13, N. Y., 1954. 140 pages, $2.40.

The major portion of this new work is devoted to the application of meters to home electronic devices such as radio and TV receivers, amplifiers, transmitters that might be used by radio amateurs, and basic measurements in electricity and electronics.

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Radio Trouble Shooting Guidebook, Volume I, by John F. Rider and J. Richard Johnson. John F. Rider Publisher, Inc., 480 Canal St., New York 13, N. Y., 1954. 140 pages, $2.40.

Determining the symptoms of trouble, locating the stage of the receiver where it exists, and tracking down the defective component are covered in this manual for technicians.

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Receiving Tube Substitution Guide Book, Second Supplement. John F. Rider Publisher, Inc., 480 Canal St., New York 13, N. Y., 1954. 48 pages, 99 cents.

This second supplement is the result of 12 years of experience in substituting tubes in radios, television, receivers, and other electronic equipment.

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TV Troubleshooting and Repair Guidebook, Volume 2, by Robert G. Middleton. John F. Rider Publisher, Inc., 480 Canal St., New York 13, N. Y. 156 pages, $3.30.

Practical servicing information for daily use is covered in this illustrated expansion of coverage in Volume I.

• • •

Machine Tool Operation, Part II, by Henry D. Burghardt and Aaron Axelrod. McGraw-Hill Book Co., 330 W. 42nd St., New York 36, N. Y., 1954. 677 pages, $5.00.

The fundamental principles of the construction and operation of the shaper, planer, milling machine, grinders, and band saws are organized in this new text.

VOCATIONAL GUIDANCE

Occupational Planning and College. U. S. Department of Labor in cooperation with the U. S. Department of Health, Education and Welfare, 1954. 19 pages, 10 cents. For sale by the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C.

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How to Choose that Career, Civilian and Military, by S. Norman Feingold. Bellman Publishing Co., P. O. Box 172, Cambridge 38, Mass., 1954. 52 pages, $1.00.

This concise, illustrated manual contains material on careers that has been pretested by parents, counselors, and students.

• • •

A Practical Guide to Job Hunting, by Gordon B. Taylor. G. B. Taylor Associates, 8 E. 48th St., New York 17, N. Y., 1954. 94 pages.

Material presented in this book represents the opinions of a large, varied group of employers. Sample resumes and letters of application for specific positions are included.

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Now Hear Youth, by William M. McCreary and Donald E. Kitch. California State Department of Education, Sacramento, Cal., 1954. 70 pages.

This publication, Vol. XXII, No. 9, Bulletin of the California State Department of Education, contains a report on the California co-operative study of school dropouts and graduates.

GENERAL

History of American Industrial Science, by Courtney R. Hall. Library Publishers, 8 W. 40th St., New York 18, N. Y., 1954. $4.95.

In commenting on this new book, Thos. H. Quigley, Head, Industrial Education Department, Georgia Institute of Technology, said: "The author has done a truly remarkable job of fitting an economy of words to a vast array, but careful selection, of facts to tell an educative, fascinating, and flowing tale to both high school and college pupils and teachers.

"The lesson that I, for instance, derive is that our American practice of free labor and free industry, much as we do violence to its ideal, is after all, the happiest economic system evolved so far and its ideal 'the last best hope of earth'."

• • •

Student Teaching in the Secondary School, by William T. Gruhn. The Ronald Press Co., 15 E. 26th St., New York 10, N. Y., 1954. 306 pages, $4.25.

To provide the student teacher with a better understanding of his responsibilities is the purpose of this textbook for courses that lead directly to student teaching.

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